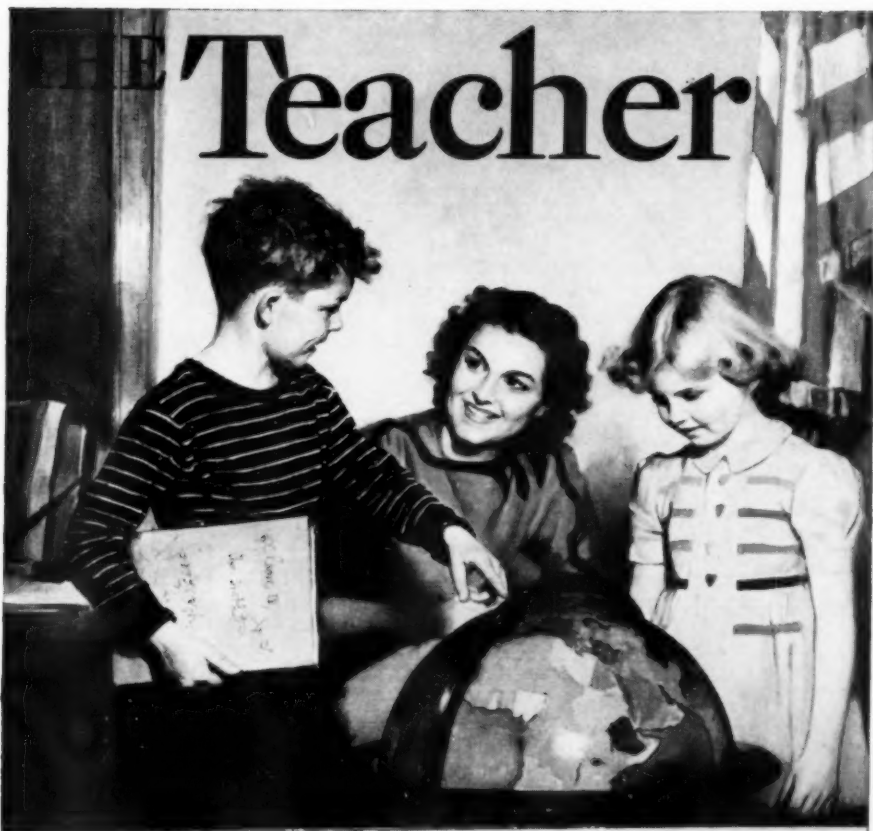


Library of
CENTRAL COLLEGE

MISSOURI
STATE TEACHERS
ASSOCIATION

SCHOOL and COMMUNITY



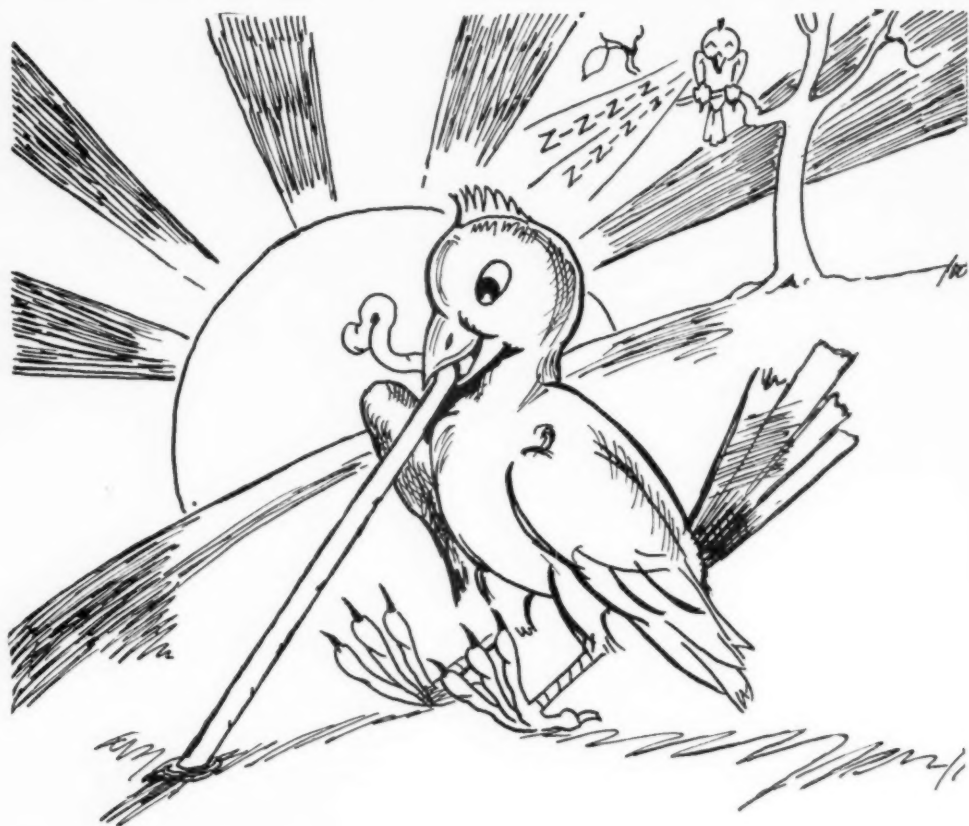
serves the nation
in War—in Peace

—Photo Courtesy N.E.A.

March, 1944

Volume XXX

Number 3



The Early Bird Gets the Worm and the SCHOOLS ORDERING BOOKS NOW for next year will be sure of having them when needed.

Wartime conditions interfere with prompt and efficient book delivery service. Scarcity of labor, curtailment of transportation, and increased use of mails cause delay in shipping books.

Intelligent planning today guarantees important results tomorrow. Determine your book requirements for the future, today. ONE order placed with your Association can bring you books from over sixty publishing companies.

For a Textbook Order blank and a Pupils Reading Circle catalog containing over 1100 titles write Everett Keith, Executive Secretary, Missouri State Teachers Association, Columbia, Missouri.

"On the air -"

THE STORY OF RADIO BROADCASTING



Another new sound motion picture from Westinghouse School Service

Here is a new film that portrays the exciting story of radio broadcasting from its beginning in the garage workshop of Dr. Frank Conrad, Westinghouse engineer, to the great complex networks that today encircle the globe.

Depicting the detailed operations of a typical broadcasting day, the film covers writing, scripting, rehearsal, timing, production and presentation of radio broadcasts. A tour of a modern radio station leads through all of these and carries on to the transmitter, where, by means of animated drawings, the technical side of broadcasting is shown.

This "how it works" section of the film is a complete portrayal of how sound waves are created in the studio, carried to the transmitter, amplified, impressed on a carrier wave, and

radiated by giant tower antennae.

The whole process of radio transmission is so clearly explained that any junior or senior high school student can easily understand the principles involved.

"On the Air" is recommended for showing in assembly, as well as in connection with courses in physics, general science and social studies. It is available in 16 mm and 35 mm and runs twenty eight minutes. Westinghouse Electric & Manufacturing Co., Pittsburgh, Pennsylvania.

Tune in John Charles Thomas, NBC,
Sundays, 2:30 p. m., E. W. T.

Westinghouse

Plants in 25 Cities Offices Everywhere

Other new Westinghouse films for school use

"WHAT IS ELECTRICITY?" Basic principles of electricity, explained in words and in animated drawings, so that the fundamentals can be understood by any high school student. Runs 22 minutes. A Teachers' Manual will be sent in advance for use with this film.

"THE RAMPARTS WE BUILD." The dramatic story of an American industry at war, narrated by John Nesbitt. Runs 20 minutes.

"ELECTRONICS AT WORK." Comprehensive explanation of the 6 basic functions of the electronic tube, together with striking shots of electronic devices at work in many industries. Runs 20 minutes. A 40-page booklet, "The ABC of Electronics at Work," is available for teachers.

All these are sound motion pictures, available on 16 mm or 35 mm film, and are loaned free to schools.

School Service Mo-34
WESTINGHOUSE ELECTRIC & MANUFACTURING CO.,
306 Fourth Ave., P.O. Box 1017, Pittsburgh 30, Pa.

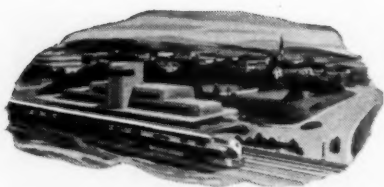
I would like to show the
films checked below—

PREFERRED
DATE

SECOND
CHOICE

- ☐ "On the Air"
- ☐ "What Is Electricity?"
- ☐ "The Ramparts We Build"
- ☐ "Electronics at Work"
- ☐ Desk copy, "The ABC of Electronics at Work."
- ☐ Teachers' Manual "What Is Electricity?"
- ☐ 16 mm ☐ 35 mm

NAME TITLE
SCHOOL STREET
CITY POSTAL ZONE STATE



TRAIN OF THOUGHT FOR THE FUTURE

Some day this war will be won by America and her Allies.

Our first duty meanwhile is to meet the demands of the war. This we are doing.

The going hasn't always been easy or comfortable. We believe you understand the reasons, and we appreciate your patience, your good-humored acceptance of inconvenience.

And we'd like you to know our ideas of comfort and style go far beyond what we're able to offer today. That's why we print the picture below.

It will give you some idea of how we'd like to serve you — how we're looking and planning ahead right now to make future railroad travel a thrillingly pleasant experience.

It can't be done all at once. It will take money and time.

But you can be sure of one thing. Our goal is to give future America the finest transportation the world has ever seen.



ASSOCIATION OF
AMERICAN RAILROADS
ALL UNITED FOR VICTORY





**Never before have books functioned
so fully in the life of America—**

TODAY textbooks are *the* essential tools of education. This is especially true because of accelerated courses and shortage of teachers. Books are essential today to the Army, Navy and Air Forces preparing men for combat... They will be essential tomorrow as guides in the post-war world... And material to produce them must be available.

IN cooperation with textbook publishers we are endeavoring to supply the best books possible under wartime conditions. To the teachers all over the country, from the elementary school through college, who are doing such a magnificent

job in helping to win the war, we say: Remember that many of our materials as well as our skilled workers are on the fighting fronts. Remember that books may vary a little from pre-war standards. Remember that delays are sometimes unavoidable.

Remember to ORDER YOUR TEXTBOOKS EARLY...

The Holliston Mills

Book Cloth Manufacturers

SCHOOL and COMMUNITY

INKS FRANKLIN
Editor

EVERETT KEITH
Executive Secretary

Vol. XXX

No. 3

Published monthly, except June, July and August, at Columbia, Mo., by the Missouri State Teachers Association as per Article VI, Section 6 of the Constitution of the MSTA, under the direction of the Executive Committee.

Entered as Second-Class matter, October 29, 1915, at the Postoffice at Columbia, Missouri, under Act of March 3, 1879. Acceptance for mailing at special rate provided for in Section 1103, Act of Oct. 3, 1917; authorized May 17, 1921.

Annual membership dues \$2.00, sixty cents of which is to cover cost of School and Community. Subscription to non-members, \$2.00 a year.

Change of Address—If you have your address changed give old as well as new address.

Send All Contributions to the Editor

General Officers

Grace Riggs, President, Kansas City, Manual High and Vocational School; Tracy Dale, 1st V.-Pres., St. Joseph, Superintendent of Schools; Ralph McCullough, 2nd V.-Pres., Elvins, Superintendent of Schools; Marie Ernst, 3rd V.-Pres., St. Louis, Soldan High School; Everett Keith, Columbia, Secretary-Treasurer; Inks Franklin, Columbia, Editor, School and Community and Assistant Secretary.

Executive Committee

Roy Taylor, Chairman, Herculaneum, Superintendent of Schools, 1945; Mary B. Womack, Vice-Chairman, St. Louis, Dewey School, 1945; Ethel R. Parker, Vienna, Dixon High School, 1944; Aaron C. Halley, Mtn. Grove, Superintendent of Schools, 1944; Hugh K. Graham, Trenton, Superintendent Grundy County Schools, 1944; Fern Lowman, St. Joseph, Central High School, 1945; Clarence W. Mackey, Mexico, Principal Junior-Senior High School, 1946; Roscoe V. Shores, Kansas City, Assistant Superintendent, 1946; Hubert Wheeler, Marshall, Superintendent of Schools, 1946; Grace Riggs, Ex-Officio, Kansas City, Manual High and Vocational School; Tracy Dale, Ex-Officio, St. Joseph, Superintendent of Schools.

CONTENTS

MARCH,

1944

My Philosophy of Teaching.....	95
An Apology for Deserting.....	96
Elementary Principals to Meet in Jefferson City	97
The Selection of Textbooks as an Educational Procedure	98
Sick Leave Regulations Adopted by Chillicothe....	99
Activities of a School at War.....	100
Two Goals to Go.....	101
The "T" Formation in Guidance.....	102
Federal Aid An American Tradition.....	104
Music For Fun.....	106
Cover Picture	107
Education is the Key.....	108
Teachers Still in War Work.....	109
Honor Roll	110
Secretary's Page	111
Our Teacher Poets	112
School as Usual	113
Items of Interest	114
100% Counties	130
Necrology	131
Important Events	133
New Books	134
Index to Advertisers	135
Editorial Page	
The Zero Hour—April 15	136



SCHOOL AND COMMUNITY

WHAT PRICE PEACE?



Victory is SURE. When total victory, with the world at peace may come, no one can predict.

But—there is ONE thing certain. It will bring many post-war problems. There must be a job for every returned service man. Huge plants must not be allowed to shut down, and machines of production rust.

Industry must change over to civilian production. Employment must remain high, as well as purchasing power.

Industrial and civic leaders the nation over are considering those problems NOW. Plans are progressing, surveys are being made. This company, in cooperation with other agencies, is planning for the post-war period, yet lending every effort for winning the war—everybody's present job.



Kansas City Power & Light Company

Have a "Coke" = Kia Ora (GOOD LUCK)



... or sealing friendships in New Zealand

Kia ora, says the New Zealander to wish you well. *Have a "Coke"* is the way the Yank says it, and in three words he's made a friend. It says, *Welcome neighbor*, from Auckland to Albuquerque, from New Zealand to New Mexico. 'Round the globe, Coca-Cola stands for *the pause that refreshes*,—has become the high-sign between friendly-minded people. So, of course, Coca-Cola belongs in your icebox at home.



"Coke" = Coca-Cola

It's natural for popular names to acquire friendly abbreviations. That's why you hear Coca-Cola called "Coke".

COPYRIGHT 1944, THE COCA-COLA COMPANY

My Philosophy of Teaching

By Virginia Sheaff, H. C. Kumpf School, Kansas City

For the Teacher:

I believe that no one should enter the teaching profession who does not have a genuine interest in and love for children. By this I don't mean maudlin sentiment, but a belief that a child is an interesting individual in his own right.

I believe that a teacher should cultivate an appreciation of children's interests and should familiarize herself with any subject which appeals to them. Only thus can she talk "with" rather than "to" them and meet them on their own grounds.

I believe that a teacher should command respect, but should prove herself worthy of this respect. To do so she should maintain an even disposition (at least up to the breaking point!), self-control under all circumstances, and a high level of courtesy to *all* children at *all* times. To follow the above standards she automatically discards sarcasm, favoritism, and temper tirades.

I believe that a teacher should so far stand for fair play that her pupils recognize and admire her as the last arbiter of social justice.

I believe that a teacher should be a good organizer and that her classroom management should be free of all minor annoyances which could be avoided by careful planning. The habit of "thinking through" a day can do much toward the smoothness of classroom functioning. In this connection I believe that pupil participation in the plans for the day is an invaluable help to both teacher and pupils.

I believe a teacher should be mentally alert to the extent that even though she may teach the same grade or subject year after year, she never teaches it the same way twice. "Little black notebooks" need constant revision or else they should be discarded. There are infinite ways of presentation and each should be evaluated for the response it brings and the results it achieves.

I believe that a teacher should be able to subordinate herself and her own likes and dislikes to the extent that she is able to cooperate fully with pupils, teachers, and parents. To do this she needs the wisdom of Solomon, the patience of Job, and the tact of the angels in Heaven.

I believe that a teacher should be loyal to members of her profession and to the standards of that profession. This does not automatically refer to standards established in the Dame Schools of Pilgrim vintage, but to those set by a society which looks to its teachers for leadership in respect for law and order, a high degree of patriotism, and a sound set of standards for personal decency.

I believe that a teacher should so conduct herself as to become an object of admiration by the public rather than one of pity. To do this she must forego the pleasures of complaining about salary schedules, and other people's children.

I believe that a teacher has a definite civic responsibility to her local community and to her government. I believe she should feel duty bound to instill this sense of civic responsibility in the heart of every pupil under her guidance, and to do this she should both preach and practice democracy in its accepted sense.

I believe a teacher should consider herself a *person* rather than a teacher—a person of definite tastes and desires, of thoughts, and of interests much broader than those of a single classroom.

Lastly, I believe a teacher should be a person with a sense of spiritual values to which she not only subscribes but which she tries to live up to. I believe her interest in character building should supersede her enthusiasm for the mastery of subject matter, and that the concern of her life should be to mold children into well-educated, self-controlled, *thinking* adults. In other words, to help in the building of "fine" men and women in the best sense of the term.

An Apology for Deserting

THREE YEARS AGO, I quit teaching, vowed never again, deserted, and retreated in sputtering wrath, burning my last bridge with a wrathful explosion in print.

The reasons for quitting were many and, so I thought then, good; if not entirely original. Review them with me and see if my corrections are ample apology for my former errors.

I thought, as you often do, that teachers were too much talked about. Then, from one job to another, I went, like Daffy-Down-Dilly, seeking to evade Gossip, only to find it much more pungent elsewhere. Every job has its gossipers, its vicious talebearers. Teachers are no more attacked by community limitations on behavior than are any other groups.

If you want to suffer agony over criticism, become editor when the county newspaper is fresh off the press with a name misspelled, a wedding date wrong, or a Want Ad in the Lost-Found column. Or lodge with the minister and his wife when the congregation is divided as to whether or not to retain them for another year. Work on any other job, and you will go back thinking the School Board composed of saints, the superintendent your guardian angel, and the janitor a sweet duck.

Another of my favorite and equally erroneous ideas was that school people worked longer hours of more exacting work than any other toilers. That was before I slaved eighteen hours in a Solution Room of a big hospital and watched the scurrying nurses do double duty in the operating

By ADA S. BOYER, A-700023
WAC Detachment
Camp Wolters, Texas

room; that was before we who saw the last copy of the newspaper off the press at three A. M. returned to see it correctly mailed at seven A. M. That was also before I saw girls come in at dawn from an all-day, all-night session at typewriters to snatch an hours' rest and return to duty. Be convinced that teachers get the breaks as often as any other workers.

I also thought teachers underpaid as you, no doubt, do now. After a dozen jobs and no time off, with car fare to pay and lunch to buy, with clothes grown shabby, with an apartment to keep and a car to support, all on practically a mythical bank account, teaching days began to look like paradise lost. You save as much or more as a teacher than in any

other work. Accept that fact before being lured to greener pastures. Take my word, those pastures are frightfully brown upon closer scrutiny.

I thought the educational world a narrow one with limited possibilities as to personal and social advancement. Then I learned that newspaper work is long hours of writing the self-same items of death, fires, court cases, weddings and births. Even

Editor's note: The author is a Missouri teacher and a former contributor to the pages of School and Community.

The Policy and Plans Committee of the Missouri State Teachers Association is launching a program intended to stimulate fuller consideration of teaching as a career with particular emphasis on the recruiting of desirable candidates for the profession.

The word picture given in this article by a former Missouri teacher should supplement the work of the Committee and tend to give teachers deeper insight about relative advantages in other areas of work.

the feature stories of Success and Great Personalities are stereotyped things made so by the limitations of time and space. In the florist shop, the talk was all of flowers and flower men; at the farm, the world was bounded by the four corners of the section fence; and where several thousand of us worked we knew only our own little corner. Teaching certainly presents no more limitations than any other job; in fact, today, I think it has the widest range of possibilities. But then, maybe I am yearning a bit for Missouri schoolrooms just now.

Even while, as a teacher, I planned too much work for myself, I resented the lack of free time. As a newspaper woman, writing every day and Sunday, too, I learned to value those schoolma'am Saturdays and Sundays when I was my own woman. When an explosion called all nurses to duty and kept the Solution Room going extra hours, I grinned at a fellow ex-teacher and misquoted, "Ought never to have left the school-room; eh, Buddy?"

I wanted more freedom to travel and a chance to widen my circle of acquaintances. After working half way across the continent, I now prize most highly the friendship of those I knew in the educational world. They have a wide experience, broad sympathies, a blessed knowledge of books, a good understanding of political problems and the necessity for world citizenship, and an immense tolerance for others' opinions. Incidentally, many of my most-valued, new-found friends are former teachers. As for the travel, I am allergic to the sight of my barracks bags and view any kind of travel with grave disgust. After moving six times in one day, I am completely cured of the travel urge.

There were former days when I was blind to the value of service for others. Today the most precious possession I have is the friendship and approval of those who went to school to me. Now adults, they are the only legacy left by the years. Working in a community of growing boys and girls is the most satisfying job in the world. The return of those adults who "went to school to you" as children is the most honorable decoration one can acquire.

Now, at last, after drifting for years in a rebellious mood that my only talent should be that of a teacher, I have unburied that invaluable asset I tried so stupidly to lose, polished it off, and found it, not only good as new, but shining with surprising luster. I am teaching like a house a-fire these days and planning to return to the school world as soon as this hectic mess is over and I am discharged.

The next time you complain of your lot, perhaps you should re-read my lines. Like the Ugly Duckling wandering away from the burdock leaf, I had to get out into the wide, wide world and see for myself; but you can accept my report as gospel truth.

Incidentally, right now there is nothing I would enjoy more than letters from many of you; so you can see where my heart lies.

May each of you work happily, secure in the knowledge that you are the most valuable asset of a free government and thus the leavening agent in what all of us hope will be a free world.

ELEMENTARY PRINCIPALS TO MEET IN JEFFERSON CITY, MARCH 31 AND APRIL 1

The Department of Elementary School Principals of the Missouri State Teachers Association will hold its seventh annual conference in Jefferson City, March 31 and April 1.

The Executive Committee of the Department will meet on Friday evening, March 31, according to president, C. H. Allen. All members are invited to attend the Friday evening session at which time a number of special reports will be given and definite plans for the future will be considered.

Dr. L. G. Townsend, professor of education and director of the University training school, will make the principal address at the General Session on Saturday morning, April 1.

Officers of the Department for the current year are: president, Dr. C. H. Allen, director Greenwood Laboratory school, State Teachers College, Kirksville; vice-president, E. A. Hood, principal, Longfellow and Mason schools, St. Louis; and secretary-treasurer, Wayne T. Snyder, principal, Meservey and Seven Oaks schools, Kansas City.

The Selection of Textbooks as an Educational Procedure

THE PROGRAM of the modern school represents a wide range of curricular experiences. In the organization of this program for effective learning careful attention must be given to the selection of appropriate instructional materials. This includes the selection of textbooks and emphasizes the need that such selection constitute a definite educational procedure. There may have been a time when the selection of a textbook was a relatively simple matter, but at the present time for every grade through the elementary and the secondary schools, and for practically every subject in the curriculum there are so many textbooks available that the matter of selection has become a problem of real importance. The problem is being made more difficult also by the practice which is becoming more and more common of using several textbooks for a subject instead of a single textbook as was formerly the case. The task of evaluating textbooks is becoming an increasingly complicated and technical one too, because of the fact that textbooks no longer represent merely the personal opinion of the author, but are often based on very careful research procedures.

If the selection of textbooks is to be an educational procedure, therefore, there are certain suggestions which, if followed, should be helpful.

The first of these suggestions is that textbooks should be selected on the basis of their contribution to the objectives which have been set up for the subjects or grades in which they will be used. Thus a textbook which would be suitable for use in a social studies class in a school in one community, might be far less satisfactory for a similar class in another community. It is to be assumed of course, that the objectives are developed on a basis of the needs of the pupils of the particular community.

A second suggestion is that the classroom teachers should assume an important role in the selection of textbooks. It is the classroom teacher who is going to use the textbooks as teaching aids. It is the class-

By DR. L. G. TOWNSEND
and DR. H. R. McCALL
School of Education
University of Missouri

room teacher who must attempt to attain certain objectives and to meet the needs of her pupils. She should be able to do these things better by using textbooks which she has studied and analyzed with these ends in view than by using textbooks which someone else has selected for her. This does not necessarily mean that the classroom teacher should select *the* book or books which are to be used as texts. If one textbook is to be used, the classroom teacher might recommend two or even three books, any one of which would be satisfactory to her. While the superintendent properly reserves the right to recommend the final selection of books for purchase to the board of education, in a democratically administered school system he will seek the advice and help of his teachers. This imposes an obligation on the teacher to be well acquainted with textbooks in her teaching field and to be familiar also with reasonable techniques of selection.

A third suggestion is that if the classroom teacher is to have a voice in the selection of textbooks, the administrators should make it possible for representatives of textbook publishing companies to show their new books to the teachers and to point out to them the merits of their books. Administrators will need to arrange such conferences so that they will interfere with teaching duties as little as possible. In larger communities where it is necessary for committees of teachers to assume responsibility for selecting textbooks for a large number of teachers, it may be desirable and advisable for the administrators to give the teachers some time off from their teaching duties, in order that they may discharge more effectively their duties of textbook selection. Such procedure could be justified from an educational standpoint.

Finally, teachers who are given the responsibility of selecting textbooks should make a careful study of the criteria for evaluating textbooks. To be able to evaluate a book in terms of objectives is not sufficient. There are certain standards which a textbook for a particular subject or grade should meet. These standards include such general features as local adaptability, subject-matter, arrangement and organization, aids to instruction and study, mechanical features, and special features. To be somewhat more specific, there are certain questions which should be given consideration in selecting textbooks, regardless of subject, grade, or school level. Representative of such questions are the following:

1. What is the background of experience of the author or authors?
2. Is the book consistent with the educational aim and program of this particular school?
3. Is the content on the ability level of pupils of the age and grade for which it is intended?
4. Is it written in simple easily understood language?

5. Are the "self-helps" such as study questions and suggested activities sufficient to encourage and make possible independent study on the part of the pupils?

6. Is the organization such that the book is teachable?

7. What provision does it make for individual differences of pupils?

8. What of its physical make-up—format, attractiveness, number and quality of illustrations, etc.?

Teachers or committees of teachers concerned with the selection of textbooks would in all probability find it helpful to construct a score card based on the points just enumerated, along with others which they might see fit to add to this list.

An educational procedure in the selection of textbooks is based upon three major considerations. First, the textbook or books selected must contribute effectively to the particular instructional program which has been planned for that school. Second, the selection should involve the participation of classroom teachers. Third, use should be made of objective standards or techniques of evaluation.

Sick Leave Regulations Adopted By Chillicothe

THE MEMBERS of the Chillicothe board of education, through their progressive thinking, have advanced the teachers toward another step of security by adopting a forward looking policy on sick leave. The following sick leave regulations, according to superintendent of schools, E. F. Allison, are based on a study of the practices in this field in ten comparable Missouri schools. The ten schools studied were: Trenton, Maryville, Liberty, Carrollton, Richmond, Excelsior Springs, Cameron, North Kansas City, Nevada and Brookfield.

The provisions adopted by the board are somewhat more liberal than some of the other schools studied with the exception of one school which allows more cumulative but fewer current days for sick leave.

The regulations as adopted by the Chillicothe board are as follows:

I. Absence on Pay

Employees may be absent on pay for the following reasons: personal illness, critical illness of employee's own family, quarantine or court service.

II. Pay for Absence

Pay for absence shall be full pay for ten days for the school year 1943-44, not more than seven of which may become cumulative and seven full days in each succeeding school year beginning September 1, 1944, for any reason listed in Section I.

III. Cumulative Days

Any full day's pay not used in any school year becomes cumulative (the total never to exceed twenty-eight days) and subject to use at any later date for personal illness only, attested by physician's certificate after all days provided in Section II have been consumed.

IV. General Provisions

A full day's pay shall be deducted for any absence in excess of current sick leave set forth in Section II or the accumulated sick leave set forth in Section III.

Boards of education who take such steps as the above in the field of teacher welfare are doing a great deal to attract and hold in the schools competent and qualified teachers.

Activities of a School at War

THE STUDENTS AND FACULTY of Smith-Cotton High School in Sedalia, Missouri, are aware of the fact that our country is at war.

First of all, they are buying stamps and bonds to further the war effort, and the school now flies the Treasury Department's Schools-at-War flag which signifies that at least 90% of the students have purchased stamps or bonds in a single month. For both November and December, the record shows that over 96% of the school's enrollment were purchasers, the faculty, of course, being 100%. The amount of sales for those two months was \$3813.15.

Letters to Service Men

Another project which has been very favorably received is the monthly letter to all former Smith-Cotton students who are now in the service of their country.

The letters, which numbered 230 at the last mailing, go to all parts of the world. Sixty or seventy letters have been received from boys on the list and all of them reflect pleasure at being remembered by their *Abba Mater*. Most of them express it in these words, "It's a swell idea. Keep them coming." One boy on a submarine says, "Our amusement while at sea consists of growing long beards and hair and listening to old phonograph records, so how's about hurrying along a copy of 'The Smith-Cotton Serviceman'?"

A teacher in the English department writes the letters, calling upon others for contributions, the sports news, for example, being written by one of the coaches. The members of a sophomore English class do the mechanical work of addressing the envelopes, folding the letters, and placing them in the envelopes. The girls in the principal's office do the mimeographing and the school's general fund supplies the financial support, although one contribution of ten dollars was received from a public-spirited citizen who is interested in the project. Keeping in touch with the

By CATHERINE RINER
Smith-Cotton High School
Sedalia

boys who once were students in Smith-Cotton is well worth the effort and expense necessary to maintain this project.

The feature of Smith-Cotton's school-at-war program which impresses most visitors to the building is the large display case which is the first thing one sees as he enters the main entrance of Smith-Cotton.

Inside the case, which is made of beautifully polished walnut and is continually lighted by fluorescent lighting, there is an American flag on a standard at each end.

The right side of the case is devoted to the faculty members who are in service. Resting on glass shelves are the photographs of nine Sedalia teachers who are now serving their country.

The left side of the case is devoted to former students of the school, and, since it is impossible because of lack of space, to show the photographs of all who are in service, only those are shown who have given their all or whose fate is still uncertain. On the upper shelves of this side of the case are thirteen photographs of those who have made the supreme sacrifice for their country. One of these is a girl, and one is a faculty member. Below these thirteen are seven photographs of boys who have been reported as missing in action and six who are now prisoners of war.

The central part of the case is at present devoted to the school's record of stamp and bond sales.

Smith-Cotton's students are 100% in membership in the Junior Red Cross and are participating in Red Cross activities, so, altogether, there is no doubt that the whole school is trying to help the home front make a record of which the ones who have gone from us to the battle front will not be ashamed.

Two Goals To Go:

Secure 10,000 Members in NEA
Raise \$14,500 for NEA War and Peace Fund

MISSOURI TEACHERS have two objectives to attain on the professional front. They are the enlisting of 10,000 members in the National Education Association and the raising of a \$14,500 quota for the National Education Association War and Peace Fund. These goals can be achieved without straining the pocketbook or energy of any teacher. They can't be reached however unless all teachers take seriously their professional obligations and then do something about this responsibility.

Missouri is lagging behind other states in raising its share of the War and Peace Fund of \$600,000. Back in October seventeen states had already raised their state quotas. At the present virtually every state is under the wire except Missouri. Some states contributed twice the amount set as their goal. Pennsylvania went over the top with \$48,600.

Thanks to the War and Peace Fund the following projects and campaigns are under way:

The Federal Aid for Education campaign is making the best progress it has ever made and is bringing important educational needs to the attention of leading laymen.

A campaign is underway to keep present teachers on the job and to recruit worthy candidates for teacher preparation.

A nationwide campaign is underway to improve teachers' salaries.

The Defense Commission is developing throughout the nation an important series of community conferences of leading citizens.

The Educational Policies Commission is going forward with a greatly strengthened program to help win the war and the peace.

Let's meet Missouri's obligation. Contribute your share of that \$14,500 today!

The slogan from the start of the campaign has been "Let Each of Us Say, *I GAVE—Whether it be My Pay for a Day or a Dollar.*" Send your contribution to—NEA War and Peace Fund, National Education Association, 1201 Sixteenth St., N. W., Washington, D. C.

Teachers need to be members of their local and State Education Associations, but their professional horizon should not end here. Teachers need nationwide professional status. Every Missouri teacher should be a member of the National Education Association. Only 5,855 were members last year. The goal is 10,000 for this year.

In return for the small membership dues of two dollars teachers receive the NEA Journal each school month, receive the advantages of working with better prepared teachers and in more effective schools, gain a part in winning the war and peace, benefit from research activities, enjoy the added strength which better public understanding gives the schools, and receive the protection of a well organized association.

If you have not already joined the National Education Association, fill in the following blank and mail it today.

NATIONAL EDUCATION ASS'N
OF THE UNITED STATES
1201 16th Street, N. W.
Washington, D. C.

Application for Membership

Name

Street

Address for

The Journal

City State

This application may be used by either new or former members. Enclose dues, \$2.

The Missouri State Teachers Association will hold a reception for visiting superintendents of the American Association of School Administrators at the Regional Conference in Kansas City. The reception will be held in the Little Theater of the Municipal Auditorium at the close of the First General Session on March 8.

The "T" Formation in Guidance

THE FAMOUS "T" FORMATION played a prominent role as a defensive weapon in the field of guidance long before its debut as an offensive formation in football. The excellent programs of testing, counseling, classification and placement being carried out by several branches of the Armed Services have made school administrators and teachers cognizant of the need for improved programs of guidance in the schools. These Services are requesting information from the schools concerning their former students which is frequently not contained in the records of the traditional school. The Educational Experience Summary Record, a personal information blank devised by the Army officials and the United States Office of Education, provides much of the personal data about inductees needed by the Armed Services. This card, however, must be regarded as temporary and does not mitigate the failure of schools to have adequate personal inventories of all students as a permanent part of the individual's cumulative record. Industrial personnel men and Army classification officers frequently express amazement that the schools attempt to prepare students for life in a competitive society without objectively determining their abilities, aptitudes, interests, strengths and weaknesses. In a scant two years the Army and Navy have developed programs of personalized training and guidance which have proved to be highly effective. For the past two decades the schools have worked toward the same objective with varying degrees of success.

Most school administrators and teachers are vitally interested in providing individual students with the most effective personalized education possible. In many instances the famous "T" formation has been the barrier to success. The fact that the "T" formation in guidance is founded on several fallacious notions on the part of many educators makes it nonetheless a real obstacle.

The members of the "T" formation in guidance are negative characters which may be stated as lack of Time, lack of Teachers, and lack of Training for guidance on the part of teachers. Let us examine the fallacy

By GLENN E. SMITH
*Director of Occupational Information
and Guidance Services*
State Department of Education

of Time in the guidance program. A recent survey in Missouri indicates that very few schools lack sufficient time for carrying out effective guidance programs. For every teacher-hour available daily, adequate guidance can be provided for a minimum of sixty students. A ratio of one teacher-hour to sixty students will allow sufficient time for building a personal inventory for each student, assembling and disseminating occupational information, and counseling with each of the sixty students at least once each semester.

A school with an enrollment of three hundred students will usually have a minimum of ten teachers. Present-day curriculum arrangements will usually allow at least five teachers one period each daily in which they are not engaged in classroom instruction. Ten teachers in a school of three hundred can be regarded as a low estimated minimum; likewise, five free teacher-hours daily is below the average expectancy.

A second factor in the fallacy of the "T" formation in guidance is that of *teacher shortage*. Day after day visitation to representative schools convinces one that some schools are operating with larger student-teacher ratios than in peacetime. This situation does not always increase the number of classes assigned to teachers though it obviously does increase the size of classes. This condition does not in most cases prevent teachers from having the traditional "free" period. It should not, therefore, interfere with guidance plans which would be expected to exist in normal times. Students in general are experiencing a period of apprehension common to crises which touch the lives of so many people. They face a pressing need for assistance from teachers in meeting their educational, vocational, and personal problems. We are not fully meeting our responsibility as teachers if we fail to weave into our edu-

cational program the organization and techniques for providing skillful personal guidance.

The third factor in the fallacy of the "T" formation in guidance is that of *teacher training* in guidance. It must be granted that not all teachers have had as much as one course in the basic principles and practices of guidance. This fact does not preclude the possibility that much effective guidance is done by teachers who have not had formal training in guidance. Effective guidance is, in general, based upon a knowledge of the contents of the student's personal inventory, a knowledge of sources of occupational information, and some knowledge of the basic elements in conducting a good interview. Ample literature exists in these three fields to enable a teacher interested in assisting students on an individual basis to gain a sufficient knowledge of these three primary functions to take an active and effective part in the school's guidance functions. In-service training in guidance for the classroom teacher is available through the State Department of Education in most states. Most states have in the Department of Education a division of Occupational Information and Guidance which is prepared to provide in-service training for teachers interested in assisting with the guidance program.

What happens to the factors of Time, Teachers, and Training under examination? Time is eliminated as an obstacle in most cases when it is recognized that relatively little teacher time is required. Analysis of the class schedule in most schools will probably show adequate time for guidance on a sixty pupil-teacher ratio.

The problem of lack of teacher-time for guidance may be overcome in many instances by increasing the size of classes to a reasonable maximum. The present tendency for enrollments to reduce somewhat in proportion to the reduced availability of teachers minimizes this problem. Since curricula are decreased and less diversified as school enrollments decrease, some teacher time may be freed for guidance purposes in many schools experiencing gradually reduced enrollments.

The absence of teachers trained in guidance may tax the ingenuity of school administrators to provide in-service training or staff members. However, leadership for such training is available in most states. Teachers should be encouraged to secure basic training by attending college or university summer sessions. Many universities and colleges offer extension courses in guidance to groups of interested teachers and administrators.

In many instances a fourth member of the "T" formation, the quarterback, is present in schools lacking adequate guidance programs. This fourth factor will be recognized as *Tepidity*. He is responsible for deferring the development of guidance programs by interfering with the calling of the starting signal. He is responsible for failure to overcome the imaginary barriers of Time, Teachers, and Training. He it is who undermines the morale of those who recognize the need of guidance for students. You will recognize him as the gremlin of guidance, the one who stoutly maintains, "We don't have time for guidance; we're short of teachers; our teachers are not trained for guidance," and on and on, ad infinitum.

MAGAZINE FREE TO THOSE IN SERVICE

Your Association will send without charge *SCHOOL AND COMMUNITY* to any member of the teaching profession who is now serving in the armed forces. If you have a friend or a relative in the service to whom you desire the magazine mailed, kindly send us the name and complete address.

We feel sure former teachers will appreciate having an opportunity to keep abreast of educational movements and educational events here in Missouri.

Send communications to:

Editor, *SCHOOL AND COMMUNITY*
MSTA Building
Columbia, Missouri

Federal Aid An American Tradition

WHEN S. 637, a bill authorizing Federal aid to finance more adequately the public schools during emergency and to equalize educational opportunities, was under discussion in the United States Senate chamber, October 12, 1943, one of the members of that distinguished body declared that S. 637 "is a revolutionary proposal, probably the most revolutionary ever made to the Congress of the United States." In subsequent debate it was also stated that Federal control of education would certainly follow Federal aid to education.

When thus examined, the inevitable conclusion is that Federal aid to, without Federal control of, education is a long-established American tradition. Neither of the two claims advanced by the opposition has a basis in fact. They have no historical background or standing. It would be futile for anyone to attempt to defend these claims in terms of American practices that have generally prevailed since the earliest days of this nation.

Some of the historical evidence in support of this viewpoint follows.

Federal Aid Has Always Been Extended to Education

The first important provision for Federal aid to education was included in the Ordinance of 1785. This provision, largely as a result of the foresight of Manasseh Cutler, was reaffirmed in the Ordinance of 1787. Out of these two great documents came a national policy of Federal aid to education that has been consistently observed by Federal government to the present time.

The Ordinance of 1787 appropriated two townships for higher education. It set aside within each township one section of land for the ministry, another for schools. All of the thirty states, later formed from the territory north of the Ohio River and west of the Mississippi, received land grants specifically set aside for the support of education. Under the authorization made by the Ordinance of 1787, Ohio, admitted in 1802, was the first state to receive land grants for educational purposes. Federal aid of this kind was granted other states in the years that followed. The magnitude

By R. B. MARSTON, *Director*
GLENN ARCHER, *Associate Director*
NEA Legislative and Federal
Relations Division

of land grants to education, and their importance in the development of public schools, can scarcely be over-estimated. "The domain granted specifically for schools by our national government to its thirty public-land states, 121,110 [square] miles, is larger than Italy, nearly two and one-half times as large as England, ten times as large as Maryland, and nearly twenty-five times as large as the state of Connecticut."¹

Some of the more important land grant acts are the following: Ordinance of 1785; Ordinance of 1787; act of 1848, which granted sections 16 and 36 of each township for education; numerous acts, beginning in 1802, ceding salt lands for the support of education; the internal improvement land grant act of 1841 which resulted in nine of 19 states using part or all of the proceeds for schools; the swamp land act of 1850 which made grants to 15 states, 12 of which applied proceeds to education; the first Morrill act of 1862 and the second Morrill act which Congress passed in 1890. These are some of the more important authorizations granting lands for the support of public schools. They are by no means, however, a complete listing of the acts of Congress which extended aid of this kind.

The Federal government has not limited its aid to schools to land grants only. It has made many important outright grants of money. In 1802, Congress set aside from 5 to 15 per cent of the proceeds from the sale of United States land for 29 states. Of this number, 19 used a part or all of these moneys for educational purposes. In 1833 the U. S. Deposit Fund act distributed ten million dollars to the states. Some applied these grants to the schools. The Surplus-Revenue Loan Act, of 1837, returned approximately 28 million dollars as "loans" to the states. Part of these funds were ap-

¹Federal and State Policies in Public School Finance in the United States, Swift. p. 59.

plied to education. The "loans" have not been called by Federal government. The Distribution Act, of 1841, provided monetary grants from the sale of public lands, thus extending the provisions of the act of 1802, referred to above. In 1908, the Federal Forest Reserve County Fund act set aside 25 per cent of the money received from the forest reserve for the states and territories for schools and roads. The Oil and Mineral Leasing act, of 1920, appropriated from 20 to 37½ per cent of the proceeds from all Federal non-metallic deposits to the public land states for roads and schools. Apportionments of money provided by the acts of 1908 and 1920, as between roads and schools, were left to the states.

In addition to land grants and outright money grants for education, the Federal government has extended its help through subventions. By subvention is meant annual payments to the support of education for specific purposes. These are recurring and are dependable sources of school revenues that have a definite place in local and state school budgets throughout the nation. Among the most important subvention acts are the following: the Hatch act, 1877; Smith-Lever act, 1914; Smith-Hughes act, 1917; and the George-Reed act, 1929. The Hatch act appropriated money to promote scientific investigation and experimentation in local fields of agricultural education. The Smith-Lever act appropriated money for the "diffusion of useful and practical information on subjects relating to agriculture and home economics." The Smith-Hughes act preserved many features of the Smith-Lever act and extended aid to a new purpose as well—vocational training. The George-Reed act extended the provisions of the Smith-Hughes act in the area of vocational education.

In the light of these facts, and many others of a like nature that would necessarily be noted in a lengthier review of Congressional acts extending Federal aid to education, it is pertinent to observe that if S. 637 is a "revolutionary proposal" it is then true that Federal government has since its birth been "revolutionary" in its sympathetic attitude toward the support of public education.—No! The truth is that S. 637—and its companion measure H. R. 2849, pending in the House of Representa-

tives—is as truly American as our flag is American, as the constitution itself is.

Federal Control the Exception

The contention that Federal control inevitably follows Federal aid to education is unsupported by the facts of history.

It is of the first importance to note that land grants to education were not accompanied by Federal control. It is of the first importance to note that the outright grants of Federal moneys were not accompanied by Federal control. In the main, Federal subventions to education have been extended without Federal control. There are some exceptions in the case of subventions, notably in the case of the Smith-Hughes act. By far and large, however, Federal aid to education has not meant Federal control of education. This has been the case since the constitution itself came into being. In this practice exists a national policy that has been tried and found to be sound. This policy should be continued and this is precisely what S. 637-H.R. 2849 proposes to guarantee.

As a matter of fact, the proposed legislation goes farther in the direction of supporting the policy of Federal aid without Federal control than any measure that has been considered by Congress. Among its provisions is one that specifically prohibits Federal "supervision or control over any school or State educational agency with respect to which any funds are expended pursuant to this Act." States sharing the benefits of the act are likewise forbidden to surrender state or local control over the schools to the Federal government or any of its agencies.

For the fiscal year ending June 30, 1940, the Federal government distributed \$153,572,186 to the states and territories for educational purposes. The Federal government did not go into the states and territories and say, "Because you are receiving this help, Federal government must select your teachers, determine the courses of study, administer your school programs." Public education will receive this current school year a significant amount of money from Federal government. But control of the processes and materials of education remains with local and state governments.

In the light, therefore, of our history, it is clear that S. 637-H. R. 2849 coincide in their provisions with American practices.

Music For Fun

THE IDEA OF FUN is a varying concept entirely dependent upon the personal taste of the individual so that music for fun is obviously a subjective affair as is every other form of pleasure. If this be true, it seems to me, that all forms of music naturally fall into the general category of "Music for Fun." The type of music which any individual may choose as a medium for his enjoyment will depend upon the level of mental and social development which he has attained. The Cowhand will enjoy the crooning of a Western ballad. The colored man from the deep south will enjoy most of all some rhythmic spiritual. The intellectual will thrill to the exalting music of Brahms and Beethoven. The jitterbug will go "out of this world" over the current hit tune of the dance bands. Each in his own way, according to his varying capacities is making or hearing music for fun—his fun—her fun—the only type of fun each knows or perhaps is capable of knowing. This is *good*!

We may as well be honest with ourselves. We *live* for fun—we *want* to do the things which we enjoy. However, the types of fun of which we are capable determine the kind of society in which we will live.

Naturally, then, we would like to see the general levels of this fun life raised to what we consider more socially valuable heights. Yet here is a danger. Too often we have assumed the attitude that anything which great numbers of people can enjoy spontaneously, and without a four-year course in appreciation must therefore be worthless. I do not deny that there is much music which is worthless, even dangerous to society. But I do deny that the serious musician must resort to the snobbish and often dishonest ivory tower of classicism for his standards of what is good or bad in musical taste. I should like to ask this pointed question: Are we always certain that we personally enjoy all of the music we cheerfully place in the category of *good* music?

By MYNATT BREIDENTHAL
Central High School
St. Joseph

I believe it is very important to be spiritually refreshed by music. I believe anyone makes a mistake in "kidding himself" into accepting anything just because it is recognized as cultural in the intellectual circles. It is a disconcerting fact that much of the music written by Brahms and Schubert, to mention just two composers, was written in and for the beer taverns of Germany, the night-clubs of the day, and the pay for these works was, as often as not, a meal and/or a few glasses of beer.

Much of what we loosely term classic music today was the popular music of earlier centuries.

It is important that we do not place our standards on a false level in the hope that we may thereby profit socially by impressing others with our erudition; or, in the hope that we may really make progress in the right direction by so doing. Insincerely feigning an appreciation for a class of music which one does not enjoy is perhaps the greatest obstacle in the way of ever attaining a genuine appreciation of that level. We must be sincere and honest in our approach. The only hope for permanent improvement of popular taste lies in our own honest pleasure in the music which fits us here and now. Progress is made by repeated experience and nothing is to be gained by pretending a pleasure which we do not really feel. I dare to mention this fault because I have been guilty of it and my experience has led me to believe it is a common one.

No doubt, however, in any discussion of music for fun the real emphasis should be placed on the value of making music an active experience—the vital necessity of individual participation in performance itself. As in the field of athletics, I believe the general public will derive greater benefit from its own efforts, amateurish though they may be, than it will from

the more nearly perfect performance of professionals.

To be sure, professionals fill a definite need for inspiration and guidance. An inspired rendition by Heifitz on a Sunday afternoon broadcast must surely stimulate the many would-be violinists but the idea works two ways. As the highest peaks are to be found in the vast ranges of mountains—so are the most inspired artists to be found in an environment filled with enthusiastic amateurs.

The public schools are yearly turning out great numbers of young Americans who have had experience playing in orchestras, and bands, and singing in vocal ensembles. Why is it then that instead of using that experience when they reach adulthood, in informal get-togethers of quartets, or trios for their further enjoyment, instead of spending an occasional evening at home in relaxed musical pleasure, singing or playing for their own amazement as it is frequently phrased—they fall back into the class of the passive listeners and switch on the radio or jukebox. True, such experience as they have had in school, in church choirs, and in music clubs makes for more consumers of music with better taste *but* if the results stop there the job is only half-done. In the final analysis it is the more beneficial to the individual and more fun for him to produce than to consume. As the revivalist sings, "Tis far more blessed to give than to receive."

Perhaps the fault may lie in the emphasis given, in all this youthful experience, to public show and display. Too many of us have placed the desire to demonstrate the artistic performance of the few, ahead of the desire to make music a practical and personal release for the emotions of the individual. We have placed the desire to make it a display ahead of the desire to make music a hobby to be used throughout life as a source of enjoyment and social pleasure. And here is my key note of Music for Fun in a wartime world.

Wartime conditions have brought a resurgence of communal enterprise, of communal spirit. It is a peculiar characteristic of the human animal that what he most enjoys he most enjoys in company with another, or others. Particularly, when

he is under the strain of emotional tension he needs the release which a common bond of interest and enthusiasm in an informal group activity can give him. The joining together of 3 or 4, or a hundred hearts in an unselfconscious burst of song lends refreshment to the participant which cannot be surpassed by any other tonic or stimulant. Perhaps the most satisfying medium in this regard is the repertoire of songs which have become the favorites of a generation—songs which carry within themselves memories, associations, or just down right jolly good fun. The need has never been more apparent for the musicians to come forward with a concrete contribution toward communal spirit, unity and individual morale. Every club, every circle of friends, every meeting of a community group should not be without its opportunity to have a few minutes of relaxation in singing together—a chance to relieve the tension or our own more or less unhappy lot in this great world conflict.

The War Manpower Commission gives us an insight into the value of this very idea when it tells of the therapeutic effect on nerves and morale of the soldiers at the battlefronts when they are able to snatch a few random minutes of fun and relaxation out of the hell of front-line positions simply by singing in harmony our own American songs.

COVER PICTURE

The cover picture of this issue is reproduced from a teacher recruitment poster. The original drawing was made by a staff artist of the *Saturday Evening Post*. The poster is being distributed to schools in Missouri.

The distribution of the poster represents one of the projects of the Policy and Plans Committee of the Missouri State Teachers Association in its program of action to secure good teaching personnel in our classrooms.

If you desire one of these posters for display in your room or building, they are available from your Association in any quantity needed.

Education is the Key

WHEN A GREAT SURGEON who is at the same time something of a neurologist and psychologist, pays tribute to educational processes as the main hope of a considerable group of children whose lives are often tragic to the extreme, teachers may well give ear to what he says with profound respect. Such was precisely what happened at Elias Michael School in St. Louis for two days in December when nearly 200 delegates gathered from the Middle West to discuss with Dr. Winthrop Phelps of Baltimore the plight of children afflicted with cerebral palsy and spastic paralysis.

The conference was planned by the Missouri and St. Louis Societies for Crippled Children with the cooperation of the St. Louis Board of Education and the teachers at "Michael." It was executed with the help of teachers and social workers in St. Louis and Kansas City, led by Dr. Phelps himself during the conference. The professions participating were drawn in point of numbers mainly from social work and teaching. In addition psychologists, public health nurses, occupational and physical therapists, orthopedic surgeons, pediatricians, and speech specialists attended in considerable numbers. The attendance ranged from Dallas, Wichita, and Oklahoma City to Memphis, Indianapolis, Nashville, and Chicago. All teachers in Missouri having "spastic" children in their "special" classes—Kansas City, Joplin, St. Joseph, St. Louis, and Springfield—attended as did the orthopedic nurses from the State Crippled Children's Service, and physical therapists from Kansas City and St. Louis.

The first day Dr. Phelps led the discussion around the causes and the incidence of cerebral palsy. Basing his estimate upon surveys that have been made in New Jer-

By ALBERTA CHASE
Executive Secretary
Missouri Society for Crippled
Children

sey and other eastern states where services for these children have developed far beyond anything in more western states, he showed how there are seven cerebral palsy children born every year in any community in each 100,000 of the population, that the number is constant in both rural and urban sections, and that we always have these children continually being added to the population.

Of interest to teachers was the emphasis he placed upon the difficulty of determining the child's true handicap, because so frequently in addition to the "spastic" and "athetoid" condition that so many of them endure—which makes it so difficult to exercise voluntary muscular control that it's like riding in the back seat of an automobile driven at tremendous speed over a very rough road and trying to write at the same time—they suffer sight and hearing defects. So we frequently

have the handicap of inability to control their speech muscles sufficiently to form words added to the inability to hear a word pattern accurately. Yet many of these children are normal or above normal in mental capacity and are retarded because of their abnormal experience and environment.

Many of these children are either over-protected by or dependent upon their parents or are rejected by them and society. Patience and understanding are primary, Dr. Phelps says, and the teacher, working with the parent, is often the key that unlocks the door to an individual who will otherwise remain a prisoner for life. They should be neither favored nor excused, according to Dr. Phelps, as discipline is usually their one hope of salvation. Some



of them become completely rehabilitated, develop hobbies as well as trades and professions, and lead practically normal lives.

Among the suggestions that came out of the two-day conference which might eventually pave the way for more complete diagnosis, treatment, and training of these children in Missouri were: An "in-patient" center in one or two of the larger cities where the child can remain for a period while psychologists, orthopedists, therapists, and others determine his precise assets. (Special use of the Binet test is required in each case, he says.) Then there should be "out-patient" centers where he may return with his parents regularly for check-ups and further advice and planning. (Such are conducted regularly in Wyoming with considerable success it is said.) Finally aid must be given, even after public school education is assured, in finding a vocation that will fit such assets as remain. The

cerebral palsy individual known as the "athetoid" likes to work with people; the "spastic" likes to work alone, according to Dr. Phelps. As an illustration of the latter we recall the "spastic" boy near Maryville in whom the Missouri Society and its committee there were interested for many years who succeeded in going through the public schools because of the understanding and devotion of an early grade teacher and who finally ran a successful turkey farm.

The conference was given further value to the delegates by comprehensive bibliographies which were collected along with a considerable library at the Michael School with the aid of Miss Marian Strauss, teacher, and the National Society for Crippled Children. A rather full report was printed in the December *Bulletin* of the Missouri Society for Crippled Children, St. Louis, a copy of which will be furnished any Missouri teacher upon request.

TEACHERS STILL IN WAR WORK

Christian Science Monitor: When Miss Peabody was asked at a recent parent-teacher meeting if she didn't regret giving up her vacation job in an airplane factory, she replied: "Not at all, you see, I've merely transferred from one phase of war work to another." Miss Peabody, who happens to be a high-school teacher, voiced a vital though little recognized fact. She can point with pride to a long list of "graduates" now in uniform, as well as to another group she is studying to don it.

America is far from being a militaristic nation, but its schools seem capable of turning out not only such generals as Marshall and MacArthur, Eisenhower, Patton, and Clark, but millions of lesser lights who, while they may not issue orders, nevertheless carry them out with an individual initiative, resource, and determination which is largely responsible for our military successes.

While Miss Peabody is no longer building planes, she is engaged in the equally important work of training youths who may some day fly them. And while Mr. Porter, who left his summer work in a munitions plant to answer the bugle call of the school bell, no longer loads shells, he is, in his chemistry classes, teaching youths to build blockbusters. In like manner, Miss Jones of Algebra I, Mr. Johnson of Geometry II, and Mr. Marcus of Manual Training and Mechanical Drawing are developing future fliers and precision bombers, the technicians who shall develop tomorrow's combat planes, and the workers who build planes for peace, as well.

A metaphorical medal, then, to the thousands of teachers who have left their temporary (and frequently more remunerative) positions in defense plants to resume their even more important "war work" in school.

HONOR ROLL



We are indebted to county and city superintendents and others for the names of teachers in the service forces of our country as listed below. This is a continuation of the list published in previous issues of this year and future issues will supplement this one. The compiling of such a list is difficult and we will welcome receiving the names of teachers omitted.—Editor

Bates County

Daniels, Lawrence
Estes, Leland
Fitch, Rodney
Hilton, Glen
McCartney, John
Newman, Gordon
Page, Charles M.
Peterman, Melvin
Reinheimer, Wood
Simpson, Don
Spears, A. B.
Yuille, E. E.

Cooper County

Barnett, Glenn
Birch, T. A.
Blankenbaker, R. F.
Boren, Elbert M.
Esser, Harold Joe
Gilbert, James P.
Godfrey, Rollin E.
McCollum, Clifford G.
Morton, Byron
Potter, Emogene
Riley, George
Smith, Aaron
Thomas, Marvin

Daviess County

Beatty, Edward, Jr.
Corn, David, Jr.
Croy, J. Paul
Holley, Lawrence R.
Mansfield, E. W.
McCurry, F. B.
Minnick, Eugene
Roberts, Charold
Schmidt, Olin D.
Short, Robert
Simpson, Walter M.
Tedlock, Randall
Walker, Melvin

Monroe County

Elsberry, Russell
Grubb, Vivian
Hayden, Vernon
Pevestorff, W. C.
Sproul, Barbara
Thompson, Charles

Randolph County

Chappel, Bess
Haley, Kenneth
Hill, J. Matt
Malone, Waldo
McCarrel, Ted
McCormick, F. L.
Spohrer, M. A.
Thornburg, Martha Ann
Voges, Bernard

Reynolds County

Alexander, Maurice
Beck, Burrel
Beck, Orville
Bell, C. R.
Camden, Gordon
Camden, Oral
Foster, Charles
Gastineau, Gerald
Hinch, William
Huston, Bales
Smith, Gilbert
Walker, James
Woolf, Adolphus

Schuyler County

Bowles, Harry
Gewig, Eugene
Ketchum, Estel
Ketchum, Hollis
McCuskey, George
Redman, Wilson
Rhodes, Herbert
Watkins, Duane

Scotland County

Buford, Joseph L.
Cable, LaVerne
Campbell, H. M.
Cleveland, Harold W.
Maddox, Delbert
McNeal, A. I.
Powell, Josee R.
Smoat, James C.
Turner, Noel

Shannon County

Baltz, Burton
Bunch, J. Paul

Hedgpeth, Gerald
Hines, James H.
Holman, Norman
Kinnison, Roy
Lowery, Morell
Perkins, Oscar N.
Phillips, Glen
Phillips, Lloyd
Powell, Wayne H.
Rayfield, Seaman
Rayfield, Swiney
Roberts, Joe W.
Rogan, Clyde H.
Seaman, Eugene
Smith, Emerald
Swiney, Tony
Swiney, Willard
Young, Elsea

Shelby County

Allen, Roy B.
Cochrane, Victor
Cox, Harold D.
Friedmeyer, George
Grubb, Louise
Lawson, Edward
McKinney, Robert
Oliver, L. J.
Schnelle, Walter
Wood, Harlan

Stoddard County

Bradshaw, Kermit
Estes, L. E., Jr.
Ford, C. E.

Taney County

Beck, Oscar
Brewer, C. D.
Chase, John
Coulter, Robert
David, Byron
Deckard, Olin
Endicott, Leo
Henson, Earl
Ingenthron, Elmo
Stottle, T. J.
Wolf, Herbert

SECRETARY'S PAGE

TEACHING AS A CAREER

The Policy and Plans Committee at its meeting on Saturday, January 29, recognizing the serious problems facing the teaching profession, initiated a program to stimulate more careful consideration of teaching as a career with particular emphasis on the recruiting of desirable candidates for the profession.

Holding the profession together is the number one problem facing public education in this country. Good schools and good teachers are synonymous. The cooperation of all is required to develop an appreciation of teaching as a career that will cause teachers to remain in the profession and attract worthy candidates to it.



COMMITTEE MEETING

The Committee for the Defense of Democracy Through Education and Public Relations met at the Teachers Building in Columbia on Saturday, February 5. The chief item of business was the N. E. A. membership campaign. It is hoped that Missouri will reach her quota of 10,000 members.



LEGISLATION

The Legislative Committee of the Missouri State Teachers Association met on February 18, looking toward the development of a legislative program for the next session of the General Assembly.

Many topics were discussed such as retirement, finance, certification, compulsory attendance, sick leave, auditing, uniform accounting, and clerical aid for county superintendent's office.

Sub-committees were appointed to study the various items and to prepare needed legislation for approval.



CONSTITUTIONAL CONVENTION

The following committees had reported their recommendations to the Convention by February 17:

Military Affairs

Suffrage and Elections

Impeachments and Removals From Office

Initiative and Referendum

Public Health and Public Welfare

Agriculture and Conservation

Miscellaneous Provisions

Bill of Rights

None of the Committees dealing directly with educational provisions has reported to date. The Convention has started debate on reports of committees already filed.

It appears that the report of the Committee on Education may include the following recommendations:

1. A relaxing of age limits giving the General Assembly the authority to prescribe within the age range of 0 to 21 years.
2. A provision making possible the establishment of area schools.
3. A lay bi-partisan state board of education of eight members to be appointed by the Governor with the consent of the Senate.
4. The liquidation of the permanent county school funds. (Several delegates in the Convention think that in the future, penalties, forfeitures, and fines should go into the general revenue fund of the county. The amount involved is at least \$400,000 annually and we believe it should continue to go for educational purposes.)
5. That the present provision of setting aside not less than one-fourth of the state revenue for the support of public schools be retained. (You will recall that your Committee on Constitutional Revision recommended that the figure be raised to one-third.)

It seems that the Committee on Taxation is seriously considering the recommending of additional tax levy for current school purposes.

It is again suggested, if a delegate lives in your community, that you discuss regularly with him the work of the Convention.

Our Teacher Poets

THE PASTURE FERRIES

I KNOW A BOY, he used to be
A noisy little fellow
Who held his head so proudly up
With its thatch of tawny yellow.
He used to play along this brook
That is banked with button berries,
And here he had a fleet of boats
He called his "pasture ferries."
His boats were made of cornstalks, fixed
With string and whittled willows,
And here he sang his battle songs
To his fleet upon the "billows."
This little boy is over there,
Grown tall and brown and fearless,
And now I read his brief gay notes
With eyes I must keep tearless
Because his teacher must not show
That her very heart is weeping;
She must only let this sailor boy
Know that for him she's keeping
A service flag within her heart
While far seas he is sailing.
He must only know she smiles
And loves—while never failing
To pray that he may be safely brought
Through shells and bombs and thunder
Of war, to peaceful homely scenes
Like his "pasture ferries" yonder.

—MAE TRALLER
Everton

AMERICA GIVES ALL

THE PEOPLE of America are giving their
all
To preserve the rich heritage of our race;
Father, husband, and son have answered
the call,
To crush tyranny and set justice in its place.
The mother stands by the vine-trellised
post,
Waving a silent farewell to her son.
She has already sent two others to the coast,
To become cannon fodder for a Nazi gun.
The father fondly holds his small daughter
In tender embrace, perhaps, for the last
time.
The world can little guess the stark terror

That fills his heart at this miserable time.
The young wife staunchly smiles to the last,
As her stalwart husband joins the long
ranks.
Her few hours of happiness are past;
She must bravely toil and smile and give
thanks.

The sweetheart sheds bitter tears of sorrow,
As she loses what she holds most dear.
The silent days cannot be replaced tomorrow;
The young life has been touched with fear.

The people of America are giving their all
To preserve the rich heritage of our race;
Father, husband, and son have answered
the call,
To crush tyranny and set justice in its place.

—FAUNA OVERLAY
Cowgill

JUST BETWEEN YOU AND "I"

THERE SHOULD BE institutions
Where children learn to read,
A place where they can study books
And get the things they need.

There should be institutions
Where children learn to write,
And spell and count and figure,
And work with all their might.

The school's an institution
The dictionary states,
A place for teaching children
Who come within her gates.

Ah, Webster, you're mistaken;
It's no such thing today.
The school's an institution,
But in a different way.

It's there to help in every way
To win a lasting peace;
So Clarence collects papers,
And Susie brings in grease!

And now big sis and brother
Their schoolwork too are stopping
To take a job in a downtown store,
So grownups can go shopping.

Now don't misunderstand me,
I love my country too;
But I think knowledge gained from books
Is quite worth-while, don't you?

And so it seems the kiddies
Should have a place, perhaps,
Where they could learn to read and write
As a means to combat Japs.

—S.W.

WASHINGTON

As I SAT turning idly through
An old school-scarred history book,
A well-conned page again I found,
And paused, attracted by its look.

School as Usual

DURING THE HEAVY BOMBING of London in September 1940, some enterprising merchant placed this sign, "Business as Usual." It was soon discovered that merchants who were claiming that they were conducting business as usual were not putting forth sufficient effort to help win the war. Theirs was a narrow viewpoint and failure to recognize the issues that faced their nation and humanity.

Teachers who are so intent upon pursuing an antiquated course of study and conduct "School as Usual" are not alive to the potentialities that present themselves almost daily.

So often one hears teachers complain of the interruptions of the routine of school by the necessity of participating in the war effort. Being highly conscientious teachers they feel keenly the time taken from the study of the Balkan Peninsula to gather scrap, collect waste paper or sell War Stamps. They have been so schooled along the lines of the "Sabre Toothed Tiger Curriculum" that any deviation from the outline as laid down by the department of education cuts to the quick because it prevents them attaining a goal set up as a standard.

They fail to see that the geography lessons that appear in the news each day are much more vital than what she has been teaching and is much more easily taught than the geography of the same country as it appears in the textbook. Teachers

It was the scene at Valley Forge,
A winter landscape bleak and drear;
And 'round a camp-fire burning low,
Some ragged soldiers hovered near.

Each tragic face a story told,
Of courage strange that could not die;
For in the background was perceived
Another presence . . . standing by.

O Washington! The dauntless one!
Inspiring still, be now as then:
"First in war, first in peace, and first
In the hearts of his countrymen!"

—ALICE ROOP
Springfield

By KENDALL J. WENTZ
Principal, Horace Mann School
St. Louis

of arithmetic struggle through stocks and bonds and give problems that deal with abstract figures and run into incomprehensible amounts but fail to correlate the current bond drive with everyday class-work and thereby lose an opportunity to develop a wholesome interest in the sale of War Stamps.

A course of study is a fine thing. It gives the embryonic teacher a guide to follow until such time as he becomes proficient enough to blaze his own trail and draw from the material that presents itself daily.

School can't be run as usual and there is no need to shun the interruptions if one is skillful enough to correlate them with the work that should be presented. One teacher can use the collection of scrap iron in the study of science and mathematics in studying the process of mining or smelting it. Another teacher may use it as a lesson in citizenship. The English teacher may ask for essays written about the experiences had in collecting it. The same is true of paper. The study of making paper is very interesting and there are many films that may also be shown.

Not "School as Usual," but "Better Schools than Usual."



ITEMS OF INTEREST



Mrs. Clyde Perkins has been elected a teacher in the McGregor elementary school in Springfield.

Mrs. Emil Klemme, teacher of the Crenshaw school in Boone county, has resigned her position because of ill health and the pupils of that school are now attending the Hartsburg school.

Roscoe R. Gibson, vocational agriculture teacher in the California public schools, has enlisted in the Navy.

Mrs. Grace Robertson was recently elected to teach in the Doling elementary school in Springfield.

Charles Stroble has been elected superintendent of the Brosely public schools. He succeeds Mr. G. I. Clark who recently resigned.

L. E. Ziegler, superintendent of Columbia public schools, was recently re-elected by the board of education and given a two-year contract.

Mrs. Mary Pirkle Dillard has been named by the Springfield board of education to teach in the Tefft school.

Carol Jane Johnson of Lebanon has been employed to teach the Conn school of Laclede county. She succeeds **Miss Vera Maddux** who resigned.

Mrs. Maxine Millsap Warren has been named by the Springfield board of education to teach in the Jarrett school.

Ralph Capps, elementary principal at Dexter for the past five years, has been inducted into the Army. He is stationed at Camp Callan, San Diego, California.

Herbert Loyd of Caruthersville has been employed by the Dexter board of education to replace Mr. Capps. Mr. Loyd was recently connected with the Farm Security Administration.

Lovetra Jane Hobbs has been appointed as an English teacher in the Senior high school at Springfield.

Mrs. Eula Moore has been employed to finish the remaining term of the Bolles school in Laclede county. Mr. Sol Jones, the former teacher, due to ill health, was unable to continue his work.

Makes learning to spell well important

YOAKAM and DAW

My Spelling

New spelling books for Grades 2 to 8 furnish a thoroughly valid list of important words in natural settings related to the pupil's school, home, and community experiences. \$0.52 each.

My Workbook Spelling

Identical with the clothbound edition in word lists, method, and organization, but in workbook form which allows adequate room for pupils to do their work in their own books. \$0.32 each.

Prices are subject to the usual discount.

2301-2311 Prairie Ave.

GINN AND COMPANY

Chicago 16, Illinois

C. D. Mitchell, Missouri representative for the Iroquois Publishing Company since 1937, was recently appointed to the faculty of Central College, Fayette. He began his work with the College on February 21. His duties include teaching economics for one term and serving as field representative during the remaining portion of the school year.

L. Buford Thomas, coordinator in the Mexico public schools, has been accepted by the Navy with a commission as Lieutenant (j. g.). He reported for duty February 15.

Mrs. L. Buford Thomas has been appointed coordinator during Mr. Thomas' absence.

S. Carrie Downing, teacher of English and social science in the Auxvasse high school, has resigned. Miss Downing was teaching her fiftieth year and according to superintendent of schools, C. A. Craig, was an excellent teacher.

Grace Jones of Kansas City, Missouri, has been elected to succeed Miss Downing.

Jack Truitt has been appointed assistant professor of chemistry at Park College. Mr. Truitt was formerly employed at Defiance College, Defiance, Ohio.

Mrs. James B. Bartholomees has been employed by the Blue Springs board of education to teach English and speech in the high school. Mrs. Bartholomees has just returned from spending more than a year with her husband, Captain James B. Bartholomees, who is now on foreign duty.

Mrs. Ruth Hough resigned the English and speech position at Blue Springs in order to join her husband who is stationed at an Army Air base in Montana.

Horace Newkam, formerly of Carrollton, Missouri, has been elected instructor of music in the Marcelline high school. He replaces **Mr. Leonard Griffin** who resigned January 14 to go into defense work.

Leonard T. Rollins, serving his third year as superintendent of schools at Odessa, has been elected to a similar position in the Butler public schools. Mr. Rollins succeeds **Roi S. Wood** who resigned to become superintendent of schools at Joplin.

Claude R. Short, superintendent of Concordia public schools, has been elected to a similar position at Odessa. He succeeds **Leonard T. Rollins** who resigned to become superintendent of schools at Butler.

F. Harlan Bryant, principal of the Nevada high school for the last year and a half, has been commissioned at Lt. (j. g.) in the Navy. He reported for duty about the middle of February.

Mrs. Nannie Coward has been named county superintendent of schools for Greene county by Governor **Forrest C. Donnell**. She succeeds her husband who died January 7.

Mrs. Coward has assisted Mr. Coward in the office for the past several years.

James O. Cordray, superintendent of the Competition schools, has received a commission in the Navy as Lt. (j. g.) and reported for duty on February 15. Mr. Cordray was assigned for his induction training at the University of Arizona.

NEW 1944 EDITION

'GOALS IN SPELLING' COMPLETELY REWRITTEN

A post-war spelling program ready for your use today. A dynamic, yet systematic and balanced program created to meet the needs of your pupils' basic writing needs, and to develop a spelling ability that is part of their general language growth. Successor to the famous 1936 GOALS IN SPELLING now in use from coast to coast. Grades II to V available.

TEST PRACTICE READERS

IN YOUR CLASSROOM FREE
GRADES 4-5 AND 6

We are willing to let Practice Readers prove themselves in practice. Sample lesson packet contains: 5 separate lessons, Teacher's Manual, Score Sheet, Key to Answers, Pupil's Record Book — will be sent FREE for trial. Give number of pupils.

WEBSTER LANGUAGE

MAKES LEARNING EASY

Every book is a genuine delight to pupils. Every lesson is developed in terms of child experience. Actually, language study becomes a joyful adventure to pupils who use Webster Language. Grades I to VIII.

WEBSTER PUBLISHING COMPANY
1808 WASHINGTON AVE. ST. LOUIS, (3) MO.

EXCLUSIVE FEATURES that account for the enthusiastic acceptance of **LEARNING ARITHMETIC**

by LENNES, ROGERS, and TRAVER

1. A simple presentation of the fundamentals of arithmetic—clear and concise explanations, short and understandable problems—a feature welcomed by both teachers and pupils.
2. A problem development that really

teaches pupils to "THINK BEFORE FIGURING."

3. More exercises and related problems than any other series.
4. A workable plan for prevention of weaknesses, rather than a complicated, theoretical, diagnostic and remedial program.

★ **PLAN NOW TO ADOPT LEARNING ARITHMETIC**

Write for Further Information

LIDLAW BROTHERS

328 South Jefferson Street
Chicago 6



David White has been appointed assistant in the physics department at the Maryville State Teachers College. He graduated from the college in 1940 with a major in physics and minors in science and mathematics. He previously taught navigation in the ground school of the pilot training program at the college.

Virginia E. George, grade principal for the past seventeen years in the Albany public school, has been elected to a position in St. Joseph and assumed her new duties February 7.

Mrs. Arvol A. Adams is substituting as elementary principal until a new principal can be elected.

Nora Brisley, teacher of social studies in the Laddonia high school, has resigned to accept a position with the Government in Washington, D. C.

Clyde Moore, superintendent of schools, writes that a successor has not been found for Miss Brisley's position and her teaching duties have been divided among other teachers.

Mrs. Richard Kinder has been elected principal of the Brosely high school to fill the vacancy created when her husband was inducted into the Navy.

Louise Scarbrough has been elected by the board of education to teach the history and citizenship classes formerly taught by Mr. Kinder.

Mrs. Anna M. Cornwell, a teacher in Ferguson, Missouri, for the past twelve years, has been elected to teach history in the Climax Springs high school.

Mrs. Ruth Lash has been elected by the board of education at Helena, Missouri, to teach intermediate grades. Mrs. Lash was formerly a student in the Drake University, Des Moines, Iowa.

Mrs. Lucille Crompton, the former teacher, has gone to work in a defense plant.

Caroline Donnelly of Slater is the author of an article in a current issue of "The Instructor." The article describes a health unit as carried out last year with her second grade group. Pictures show children of the group engaged in activities which were carried on in the classroom.

Anna Winter, fourth grade teacher, Hawthorne school, University City, Missouri, is the author of the article entitled "The Role of Modern Elementary Education Through a Study of Pioneer Life of Missouri" which appeared in the June, 1943, issue of "The Instructor."

This article suggests how pioneer work may offer a wealth of stimulating activity, not only in pioneer research, but in highly creative self-directed integrating activities.

Mary L. Hollister, principal, Gladstone school, Kansas City, attended a meeting of the joint

The BASIC SCIENCE EDUCATION

Series

By Bertha M. Parker
and
Glenn O. Blough



**Twelve New
Titles Now
Ready!**

The 57 Basic Science Unitexts now available offer a complete basic science program from the primary grades through the junior high school . . . a program flexible, easy to teach, adaptable to any course of study.

Write us for descriptive booklet.

ROW, PETERSON AND COMPANY

New York City

EVANSTON, ILLINOIS

San Francisco

Representative: *Glen Harrison, Tiger Hotel, Columbia, Missouri*

committee of the National Council of Parents and Teachers and the National Education Association which met in Washington, D. C., January 7 and 8.

Miss Hollister and five other members of the joint committee were guests at a luncheon meeting at the White House with Mrs. Eleanor Roosevelt as host. According to Miss Hollister Mrs. Roosevelt has a keen understanding of the limitations of education because of the lack of public support and she is also aware of the things needed in the way of post-war planning for education.

PUBLISH SCHOOL PAPER

The journalism class of the Philadelphia high school is publishing a school newspaper which serves as the high school and also the community newspaper according to word from superintendent of schools, Carver Forrest. The paper is mimeographed.

STAMP AND BOND SALES HIGH AT ORRICK

During the recent Fourth War Loan Drive the 140 students and 7 teachers in the Orrick public schools purchased \$4,405.45 in stamps and bonds according to superintendent of

schools, Jonah Long. The sales made to the Sophomore class was the highest totaling \$1,364.45.

LUNCH PROGRAM

The New Frame public school at Biehle has 90% of its pupils participating in the school lunch program. The school has an enrollment of 83 students.

WESTPHALIA AND LOOSE CREEK ENROLL 100% IN THE NEA

The teachers of Westphalia and Loose Creek school systems have enrolled 100% in the NEA for 1943-44.

PLEASANT HILL SCHOOL BURNS

The Pleasant Hill school building in Washington county burned January 20. Miss Margaret Snelson, teacher, is holding classes temporarily in the Pleasant Hill Church.

POWER PACK PERIOD


The Albany school designated January 18, at 10:00 a. m., as the Power Pack Period for selling bonds and stamps.

According to superintendent of schools, Arvol A. Adams, the students sold more than \$3,800 worth of bonds and stamps during this one period.

MARCH, 1944

117

Attend
SUMMER SCHOOL
in the
Colorado Rockies
THE UNIVERSITY OF COLORADO
1944 SUMMER SESSION
Eight Weeks
July 1 to August 24



Graduate and undergraduate courses in Art, Biology, Business, Chemistry, Classical and Modern Languages, Education, English, Geology and Geography, History, Home Economics, Journalism, Law, Mathematics, Music, Nursing, Pharmacy, Philosophy, Physics, Psychology, Social Sciences, and Physical Education.

Emphasis on education for and in the post-war period.

Special features include Plays and Movies, Organ Recitals, Concerts, and Lectures dealing with current problems.

The University is located in the foothills of the Rocky Mountains. Hiking and picnics in the nearby mountains, and mountain streams and canyons can be enjoyed without the use of an automobile.



BOULDER, COLORADO

Summer School Office (Dept. E)

Please send complete information regarding the Summer Session.

Name _____
St. and No. _____
City and State _____

PROFESSIONAL BOOKS TO BE PURCHASED BY LOCAL ASSOCIATION

The Laclede County Community Teachers Association, through the officers and Executive Committee, recently voted to use some of the money in its treasury to purchase books for a county professional library.

CONTRIBUTE TO INFANTILE PARALYSIS FUND

The Mountain Grove public schools were the first unit in Wright county to turn in their contribution to the Infantile Paralysis Fund. The schools raised a total of \$101.21.

PICTURES

Motion picture films on the American Republics are available through the Office of the Coordinator of Inter-American Affairs, Motion Picture Division, 444 Madison Avenue, New York 22, New York, and The Inter-American Center of St. Louis, 705 Olive Street, St. Louis 1, Missouri, and through The Inter-American Center of Kansas City, 916 Walnut Street, Kansas City, Missouri.

HIGH SCHOOL BONDS PAID

The Harrisonville high school has paid its last installment on bonded indebtedness incurred in the construction of the present school building erected in 1925. The original bond issue was for \$67,500.

The school district is as yet not out of debt as there are outstanding bonds on the new auditorium.

AWARDED MINUTE MAN FLAG

Both of Marceline's elementary schools, Park and Central, have been awarded the Minute Man Flag by the Missouri War Finance Committee, according to a statement from Mr. W. E. Chapman, superintendent of Marceline public schools.

STAY IN SCHOOL WEEK

In order to impress upon parents and school people the patriotic obligation as well as the personal benefits of staying in school, the St. Louis public schools sponsored a "Stay in School Week" for their city. The week of January 16-22 was designated the period for stressing the importance of education and the future security which it provides for boys and girls.

HONORABLE MENTION

Students from four Missouri schools were among those receiving honorable mention in the Science Talent Search conducted by Westinghouse Electric and Manufacturing Co. Those recognized in Missouri were Rosemary Anderson, Bethany public high school; Myron Morgan Thomason, Wm. Chrisman high school, Independence; John Jeffery Moon, Southwest high school, Kansas City; Norma Jean Blankenbaker and John M. Head, Kirkwood high school.

Students receiving honorable mention awards are in many instances given college scholarships.

SCHOOL AND COMMUNITY

DESERT VICTORY

Desert Victory, the outstanding film on desert warfare, is now available to users of 16mm. sound projectors. This official British Army film records General Montgomery's advance from El Alamein to Tripoli. The running time is 65 minutes. The service fee is \$2.50. Write the British Information Services, 360 North Michigan Avenue, Chicago 1, Illinois.

CAMERON SCHOOL RANSACKED

The Cameron high school building was entered January 27 by parties evidently bent on malicious destruction of property.

The culprits broke desks, opened and scattered papers and books, took money from the librarian's and principal's desks, broke tools and other equipment in the manual training department and pried open files.

The local authorities have not made any arrests.

CARDWELL TEACHERS STUDY REMEDIAL READING

The Cardwell elementary school has been working on a program of remedial instruction in reading, according to L. G. Keith, superintendent of schools.

The Cardwell faculty and the Arbyrd faculty have made arrangements to hear Dr. Ullin W. Leavell speak to them on reading problems this month. Professor Leavell of George Peabody College for Teachers at Nashville, Tennessee, supervises one of the foremost Reading Clinics in the country.

DR. FRANCIS G. CORNELL APPOINTED TO U. S. OFFICE OF EDUCATION POST

The appointment of Dr. Francis Griffith Cornell to the position of Chief, Research and Statistical Service, Vocational Education Division, U. S. Office of Education, has been announced by Federal Security Administrator Paul V. McNutt. Dr. Cornell succeeds the late Dr. Giles M. Ruch.

Dr. Cornell, who received the degree of Doctor of Philosophy from Teachers College, Columbia University, New York City, in 1936, for the last 3 years was Assistant Director of Vocational Training for War Production Workers, U. S. Office of Education, in charge of research and statistics.

WARTIME COMMENCEMENT HELPS

The NEA Division of Publications has for a number of years published each January what has been known as the Vitalized Commencement Manual. Last year it was called the **War-time Commencement Manual**. This year it is entitled the **Second Wartime Commencement Manual**. It contains summaries of a large number of the best 1943 programs submitted by schools throughout the country, scripts of four programs, selected references, and other suggestions. 72 p. 50c.

Order from the National Education Association, 1201 Sixteenth Street, N. W., Washington 6, D. C.



**America's Teachers
are doing important work
They're helping our youngsters
get ready to carry on tomorrow
...all that we are fighting and
working for today.**

Our teachers are so much a part of peace-time and our normal, everyday American way of living, many of us sometimes overlook the fact that the teaching of our children is one of our most important war jobs.

America's teachers know this and accept this responsibility but we thought now is a good time to recall it to the mind of the general public. And, this we are doing through our national advertising media so that credit can go where credit is due—to Today's teachers.

Y-12



MARCH, 1944

SCHOOL LUNCH RECIPES

A new recipe handbook, geared to wartime rationing and probable food supplies is available free from the Bureau of Human Nutrition and Home Economics, Department of Agriculture, Washington 25, D. C.

Teachers who take part in planning or preparing school lunches will find this pamphlet of considerable worth.

MISSOURI TEXTBOOK MEN'S ASSOCIATION ELECTS OFFICERS

The Missouri Textbook Men's Association met at the Tiger Hotel in Columbia, February 5, and elected the following officers: president, Henry E. Detherage, World Book Company, Jefferson City, Missouri; first vice-president, Aaron Botts, Houghton Mifflin Company, Springfield, Missouri; second vice-president, F. L. King, American Book Company, Columbia, Missouri; secretary-treasurer, Paul Vaughan, Allyn and Bacon Company, Columbia, Missouri.

Members of the Executive Committee of the Association are L. L. Lichliter, Ginn and Company, Kansas City, Missouri; Sam Sprout, Rand McNally and Company, Webster Groves, Missouri; and Everett Deardorff, Macmillan Company, Springfield, Missouri.

Mr. Deardorff was president of the Association the past year.

BRADLEY ELECTED PRESIDENT OF THE DEPARTMENT OF SUPERINTENDENCE

B. W. Bradley, superintendent of schools, Center consolidated district, Kansas City, was elected president of the Department of Superintendence of the Missouri State Teachers Association at the closing session of the annual meeting in Columbia, February 5.

C. J. Burger, superintendent of schools, Washington, is the new vice-president. M. C. Cunningham, Northwest Missouri State Teachers College, was re-elected secretary; Mr. Everett Keith, executive secretary of the Missouri State Teachers Association, was re-elected treasurer.

L. E. Ziegler, superintendent of schools, Columbia, was elected a member of the Policy and Plans Committee and retiring president, W. A. Deneke, became an ex-officio member.

Hold-over members of the Executive Committee include W. W. Carpenter, University of Missouri, Columbia; and Loyd Grimes, assistant state superintendent of schools, Jefferson City.

H. S. Thomas, superintendent of schools, Maryville; A. G. Capps, University of Missouri, Columbia; T. D. Adams, superintendent of Rockhill school, St. Louis; E. E. Camp, superintendent of schools, Monett, are hold-over members of the Policy and Plans Committee.



Minnesota SUMMER SESSION

In addition to more than 750 subjects of study covering all fields of educational and scientific interest, especial emphasis is placed on wartime as well as post-war educational needs. A teaching staff of 600 persons including educators of national and international reputation—plus the splendid facilities of great libraries and laboratories—offer outstanding opportunity for both graduate and undergraduate study. Special courses and workshops for teachers in primary, secondary, and higher education.



First term registration, Monday and Tuesday, June 12 and 13. Second term registration, Monday, July 24. Write now for complete bulletin. Director of Summer Session, 715 Administration Building.

UNIVERSITY OF MINNESOTA

Minneapolis 14, Minnesota

DR. DOW ASKED TO MAKE ENGLISH TRANSLATION OF LATEST BOOK

Dr. Gustave Cohen, head of the Conference of Pontigne held at Mt. Holyoke College last August, has asked Dr. Blanche Dow, head of the foreign language department of Northwest Missouri State Teachers College, to make an English translation of his latest book, "La Grande Clarite du Moyen Age." This book, the English title being, "The Great Light of the Middle Ages," comes from the Canadian publishing house L'Arbre in August.

Cohen, former professor at the Sorbonne, now a refugee in America, is dean of Arts and Letters at the New French graduate school in New York City and a visiting professor at Yale. Dr. Dow studied under him at the Sorbonne.

CLARENCE HIGH SCHOOL PUBLISHES MILITARY SERVICE HONOR ROLL

The Clarence high school has recently issued a military service honor roll booklet of former graduates and students of the school who are now in service. Superintendent Davis Acuff and Miss Wilma Galbreath, teacher of commerce, have written a foreword of greetings to those in service.

The high school has 122 former graduates in the military service. Of this group 21 have commissions and a few others are in officers' training schools.

Of the 137 boys who have graduated from

the school in the past ten-year period, 86 are now in the service or have been.

CABLE NAMED PRESIDENT MISSOURI VALLEY COLLEGE

Dr. J. Ray Cable, professor of economics at Washington University, St. Louis, for twenty years, has been named president of Missouri Valley College at Marshall. He assumed his duties February 1.

Dr. Cable succeeded Dr. George P. Baity who has been acting president since the retirement last summer of Dr. Thomas W. Bibb.

The new president, a native of Freeman, Missouri, was graduated from the University of Missouri in 1913 and received his Master's Degree in education from the University of Chicago in 1917.

CONTEST FOR HIGH SCHOOL STUDENTS

The League of Nations Association announces the eighteenth national competitive examination for high schools dealing with the problem of "Organizing the World for Peace." Examinations in this contest will be given at local high schools on the morning of March 24, 1944.

Cash prizes of \$400, \$100 and \$50 will be awarded to first, second and third place winners respectively.

For complete information address inquiries to Education Committee, The League of Nations Association, Inc., 8 West 40th Street, New York 18, New York.



How about
doing
something
for him?

He's away at camp and he wants to telephone home. There will be a better chance for him if you will limit your own nighttime use of Long Distance to really urgent calls.

*This is especially important
between 7 and 10 o'clock each night.*

SOUTHWESTERN BELL TELEPHONE COMPANY

WARREN COUNTY TEACHERS MEET

The Warren county teachers met for their annual all-day instructional meeting on January 28, and participated in a program arranged by county superintendent of schools, Eli F. Mittler.

Speakers on the program were Dr. C. A. Phillips, University of Missouri, Columbia; Lynn Hummel, director of fine arts education, State Department of Education, Jefferson City; Arthur Summers, state director of supervision, State Department of Education, Jefferson City; and Clarence E. Amen, district supervisor, State Department of Education, Columbia. Miss Sallie Pattison of the Kirksville State Teachers College gave a reading demonstration. The evening session of the conference was addressed by Robert (Bob) Hill.

Plans were made at the meeting for the giving of a second set of achievement tests in Warren county. The dates set were March 31, April 7 and April 14.

"POP RINGS THE BELL"

That education is a good investment, bringing rich returns to the community and everyone living in it, that the schools of today face new problems of teaching which call for more adequate teaching equipment, and better-paid teachers, is the theme of a new sound motion picture which will be shown throughout the country to taxpayer groups in the interest of American schools.

This film, two reels in length, was produced

for The National School Service Institute by The Jam Handy Organization, Detroit, and the two hundred members of the Institute have arranged to have prints in 16mm. available. The picture will be shown in cooperation with schools, school systems, educators and educational organizations before civic associations and clubs, parent-teachers service clubs, chambers of commerce, and other taxpayer groups.

The title of the picture is, "Pop Rings the Bell—Dedicated to America's Future—The Youth of Today."

Detailed information regarding this film and its showings may be secured by writing to The National School Service Institute, Shop 307, The Palmer House, Chicago 3, Illinois.

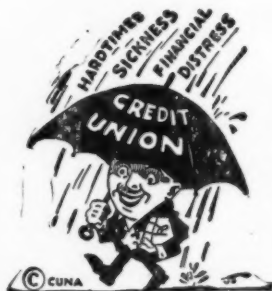
—By Lyne S. Metcalfe

NAVY CITES HADLEY TECHNICAL HIGH SCHOOL

Hadley Technical School of St. Louis has been cited by the Navy for its work in training naval personnel in what is believed the first such award made to any public school in the country.

Considered on a par with the Army-Navy "E" pennant for excellence in production awarded to industrial plants, the citation commends the school for a "job well done" and is signed by Rear Admiral John Downes as commandant of the Ninth Naval District.

Since the navy training courses started at the school in June, 1941, 3,140 men have been graduated from electrical courses in which they learned how to handle, maintain and repair elec-



MEET THE UMBRELLA MAN

emblem of the

CREDIT UNION

CREDIT UNIONS are owned and operated by teachers and employees of the school districts in which they are located—not for profit, not for charity, but for SERVICE.

PERSONAL LOANS from \$5.00 to \$1,000.00 at low interest rates. No red tape. No delay.

MISSOURI TEACHERS' CREDIT UNIONS

Boone County Teachers Credit Union
Cape Girardeau Teachers Credit Union
Clay County Teachers Credit Union
Cole County Teachers Credit Union
Elliot (Washington University) Credit Union
Jackson County Teachers Credit Union
Maplewood School District Credit Union
Northwest Missouri Teachers Credit Union
St. Francois County School Employees Credit Union
St. Joseph Teachers Credit Union

St. Louis Progressive Teachers Credit Union
St. Louis Teachers Credit Union
School District of Webster Groves Credit Union
Southeast Missouri Negro Teachers Credit Union
Southwest Teachers Credit Union
Springfield Teachers Credit Union
Teachers (Kansas City) Credit Union
University Credit Union (Columbia)
University City School Employees Credit Union
University of Kansas City Credit Union

trical equipment on navy craft from PT boats to battleships.

At present there are 750 navy men attending the school under instruction of 37 teachers provided by the Board of Education and 10 naval officers. It is expected that the program will be expanded to care for 1000 students by April 1. The thirtieth company to finish the course was graduated recently.

A high naval officer here said he understood Hadley was the first public school in the country to be honored with such a citation.—St. Louis Globe-Democrat.

AMERICAN LEGION H. S. ORATORICAL CONTEST NATIONAL FINALS AT KEMPER

Plans for the national finals of the seventh annual high school oratorical contest sponsored by the American Legion are now under way in Missouri.

Elimination contests have been held in high schools, counties, districts, and zones and the state finals are scheduled for March.

The winner of the state contest will be eligible to participate in the regional contest to be held between April 7 and 14.

The regional contest winners will participate in the national contest scheduled for April 17 at the Kemper Military School in Boonville, Missouri.

The contestant scoring highest in the opinion of the judges in the final national contest will be awarded a four-year scholarship and other finalists will receive substantial scholarships.

FORMER MISSOURIAN TO NATIONAL SAFETY COUNCIL

Dr. Forrest E. Long, chairman of the Department of Secondary Education at New York University, has been named director of the School and College Division of the National Safety Council.



Forrest E. Long

In his new capacity Dr. Long assumes active direction of the Council's expanded program among schools and colleges.

Dr. Long brings to his new position many years' experience in various phases of education. From 1915 to 1917 he taught high school mathematics and science in Missouri and Kansas. Upon his discharge from the Army following World War I, he became principal of the Junior-Senior High School at Atchison, Kansas. Dr. Long was made head of the Department of Secondary Education at the University of Tennessee in 1923. In 1924 he went to Washington University in St. Louis as associate professor of education. Since 1929 he has served as editor of

The Clearing House.

He holds an A.B. Degree from William Jewell College, 1917.

Teachers are enthusiastic about

READING FOR INTEREST

A Basal Reading
Series for
Grades I-VI



Like the children themselves, teachers delight in the beauty and color of these books. They know that they can rely on the authority of the distinguished authors and educators who have collaborated to make this series ideal for today's children. Paul Witty, general consultant.

Ten Books, complete with Charts, Sentence, Phrase, and Word Cards, Readiness Book, Practice Books, and Teachers Manuals—one for each grade, and a General Manual.

D. C. HEATH AND COMPANY

1815 Prairie Ave. • Chicago 16, Ill.

Selecting Arithmetics?

For 1944-49

see the new

NUMBER STORIES—

STUDY ARITHMETICS

by
Studebaker
Findley
Knight
Ruch

SCOTT, FORESMAN AND COMPANY

Chicago 5 Atlanta 3 Dallas 1 New York 10

EXECUTIVES EXECUTIVE



Nickolaus L. Engelhardt

Nickolaus L. Engelhardt, the new president of the American Association of School Administrators, has earned the high honor not merely by his eminent achievements in the field of education and civic affairs but also by his personality.

Born in Connecticut and receiving his academic degree at Yale, he held a variety of educational positions before going to Teachers College, Columbia University. There he earned his doctorate and was rapidly promoted by successive stages to a full professorship. Two years ago he was granted leave to become an Associate Superintendent of Schools in New York City, the only person to hold that title who has not come up through the city system. His chief responsibility in his present position is planning a building program that will call for an expenditure of millions of dollars.

Besides carrying on his regular teaching Dr. Engelhardt was Associate Director of the Division of Field Studies and also of the Advanced School of Education. In the former capacity he carried on surveys of some of the most important school systems in our country, making constructive recommendations for improving the educational programs and for planning buildings that are models of architecture and convenience.

CHANGES IN RATION ORDER FOR SCHOOL LUNCH PROGRAMS

On January 17 the OPA announced a new plan for school lunches by which America's school children are assured more generous amounts of food.

School lunch programs received, heretofore, allotments of food by much the same plans as commercial eating establishments. By the new ruling, allowances are based on the **number of persons served and the amount of food currently used**, rather than on the amount of food used in December, 1942.

Schools should apply to local rationing boards immediately to secure increased allotments. Applications are made on Form OPA R-315.

JUNIOR COLLEGE OFFICERS

At the twenty-fourth annual meeting of the American Association of Junior Colleges, recently held in Cincinnati, Roy W. Goddard, Dean of Rochester Junior College, Minnesota, was elected president of the Association to succeed Jesse P. Bogue of Green Mountain Junior College, Vermont. Mr. Goddard has been Dean of Rochester Junior College since 1925. Other officers were elected as follows: Vice-President, Anne D. McLaughlin, Registrar of Georgetown Visitation Junior College, Washington, D. C.; Executive Secretary, Walter Crosby Eells, Washington, D. C.; Convention Secretary, Theodore H. Wilson, University of Baltimore Junior College, Maryland; additional members of Executive Committee to serve until 1947, Jesse P. Bogue, Green Mountain Junior College, Vermont; and David B. Pugh, Supervisor of Undergraduate Centers, Pennsylvania State College.

NEW VICTOR 16mm SOUND PROJECTORS

now available to schools. Delivery within 60 days

from

SWANK MOTION PICTURES

Attention: RAY SWANK

614 North Skinker

St. Louis 5, Missouri

M. S. T. A. GROUP INSURANCE

Who is Eligible to Apply for Insurance?

A member of the Association under 60 years of age.

Why \$1.00 Service Fee?

For a small service fee of \$1.00 a year per policy the Association takes care of all details in mailing notices, collecting premiums, and all other business in connection with the members' insurance.

Is a Medical Examination Required?

None for \$1,000, \$2,000, or \$3,000 if you are accepted as a standard risk and are under 45 years of age. Medical information, at the insurance company's expense, is required for \$4,000 or \$5,000.

Is This Assessment Insurance?

No! There are no Assessments. Members pay only their own premiums plus the service fee.

How Old is the Plan?

Sixteen years.

What Kind of Insurance is It?

Life Insurance at low "group rates," paying for death from any cause. It has no cash or loan value.

Amounts Listed Below are Annual Premiums per \$1,000 not including service fee of \$1.00.

Age	Premium	Age	Premium	Age	Premium	Age	Premium
16.....	\$ 4.97	27.....	5.85	38.....	6.82	49.....	12.38
17.....	5.07	28.....	5.88	39.....	7.06	50.....	13.28
18.....	5.15	29.....	5.90	40.....	7.35	51.....	14.28
19.....	5.26	30.....	5.93	41.....	7.68	52.....	15.38
20.....	5.37	31.....	5.95	42.....	8.08	53.....	16.59
21.....	5.47	32.....	5.98	43.....	8.49	54.....	17.93
22.....	5.58	33.....	6.06	44.....	8.99	55.....	19.37
23.....	5.64	34.....	6.15	45.....	9.52	56.....	20.97
24.....	5.71	35.....	6.26	46.....	10.12	57.....	22.70
25.....	5.77	36.....	6.42	47.....	10.80	58.....	24.58
26.....	5.81	37.....	6.61	48.....	11.54	59.....	26.62

Rates are available for other age groups.

Can It be Kept Indefinitely?

Yes, for as long as membership is maintained in the Missouri State Teachers Association and premiums are paid. The rates and benefits are not affected by changes of employment or residence.

How Safe is This Insurance?

One of the soundest legal-reserve companies underwrites the insurance. All claims, 242 in number, have been paid without delay.

What is the Conversion Privilege?

A member has the privilege of converting or changing Group Life Insurance, without a medical examination, into an individual life policy at standard rates.

How Much Has Been Paid in Benefits?

Over \$797,000 since 1927.

Please write EVERETT KEITH, Secretary, Missouri State Teachers Association, Columbia, Missouri, for a free application blank and full information.

A Distinguished and Outstanding Publication

The American Health Series

By
Wilson-Almack-Bracken-Baker-Abbott-Pryor

*Already Published — A Separate
Book for Each Grade, 1-8*

Books of *The American Health Series* already have been accorded a distinctive and leading adoption record in city, town, and county school systems, and have been adopted in seven states having the state-adoption method. Since the books of this new series bear recent copyrights, this adoption acceptance shows the vital present-day concern, the country over, in the major importance of health education instruction.

No part of the curriculum of American schools today is of greater significance than that dealing with health education. With increasing clearness, teachers, school administrators and supervisors, parents, and civic leaders are recognizing the important contributions which schools make to the health of children and to the health of communities. These contributions are made through modern programs of health education. *The American Health Series* is designed to serve in such programs.

The publishers welcome correspondence concerning your interest in books of *The American Health Series* for classroom use.

THE BOBBS-MERRILL COMPANY

730 N. Meridian St.
Indianapolis 7, Ind.

468 Fourth Ave.
New York 16, N. Y.

Just Published

New 1944 Texts

...

Trilling-Nicholas

YOU AND YOUR MONEY

A consumer education text that covers consumer commodities which students buy and use. **\$1.80 list**

Brown

YOUR LIFE IN A DEMOCRACY

A new-type basal text for the guidance, orientation, or community civics course. **\$1.80 list**

Crisp

HEALTH FOR YOU

A new functional high school health text based on BE HEALTHY. **\$1.80 list**

Send For Your Copies

J. B. Lippincott Company Chicago
Philadelphia
New York

CAPTAIN THOMAS J. RUCKER, JR., AWARDED DISTINGUISHED FLYING CROSS



Captain Thomas J. Rucker, Jr., of the United States Army Air Corps has been awarded the Distinguished-Flying Cross by the order of the Secretary of War.

Captain Rucker is on leave of absence from the Cleveland high school in St. Louis city. At the time of his enlistment he was serving as science teacher.

The citation to Captain Rucker issued in General Orders No. 50 and signed by General George C. Marshall, Chief of Staff, is as follows:

Award of Distinguished-Flying Cross

Captain Thomas J. Rucker, Air Corps, United States Army. For extraordinary achievement while participating in aerial flights from January 1, 1942, through March, 1943. As an air transport command pilot, Captain Rucker flew more than 1,000 hours in pioneering flights incidental to the establishment of air routes across Africa and the Middle East. During this period, key personnel and large quantities of vital material were transported expeditiously over unmapped terrain where landing facilities and navigational aids were practically nonexistent. Despite the fact that unarmed transport airplanes were on many occasions flown over areas where the risk of enemy interference was ever present, the entire assignment was completed without accident or injury. Captain Rucker's high devotion to duty, coupled with outstand-

JR.,
HED
CROSS

ing airmanship, contributed materially to the accomplishment of a mission of extreme importance to the war effort of the United Nations, thereby reflecting great credit on himself and the Army Air Forces.

MAPLEWOOD-RICHMOND HEIGHTS CONTESTANT WINS FIRST IN ORATORY CONTEST

Lloyd Welden, Jr., of Maplewood-Richmond Heights high school, won a \$500.00 War Bond, February 14, for the best oration by a Missouri high school student on "Why should young Americans systematically save by buying war bonds and stamps to the full extent of their ability."

The contest finals, sponsored by the State War Finance Committee, included seven entries. Other finalists and their prizes in War Bonds were:

Robert Varner, Fayette, second, \$200; Walter Marsh, Plattsburg, third, \$100; Olive Albrecht, Willard high school, fourth, \$75; Bob Shanklin, Columbia, fifth, \$75; Jules Dolgin, McKinley high of St. Louis, sixth, \$50; and Eddie Ziegler of Manual High and Vocational school of Kansas City, seventh, \$50.

ARMY-NAVY TEST MARCH 15

The third Army-Navy College Qualifying Test will take place in schools and colleges at 9 o'clock, Wednesday morning, March 15, 1944. The test provides a basis for the selection of students for the Army Specialized Training Program and the Navy College Program.

Since students attend colleges at the expense of the Army or Navy, the respective programs present an unprecedented opportunity for every qualified high school graduate to receive college training regardless of financial status and solely on the basis of his abilities and the needs of the armed services. The fields most critical include medicine, dentistry and engineering.

Taking the test does not constitute enlistment in either branch of the armed services. High school and preparatory seniors in their last term, college students not now enrolled in any Army or Navy program and graduates of high or prep school are eligible for the March 15 test if they reach their 17th but not their 22nd birthday by July 1, 1944.

RULING ON USE OF COLORED MARGARINE IN SCHOOL LUNCHES

The Bureau of Internal Revenue has ruled that cafeterias and other types of lunchrooms which are operated by a State or political subdivision thereof through the public-school system for the purpose of feeding students or employees may color white margarine and serve it without incurring Federal tax liability. These cafeterias and other types of lunchrooms may also mix margarine with peanut butter or with honey and serve it to pupils and teachers in a school lunch program without incurring Federal taxes.

MARCH, 1944



Now Ready SEVENTH AND EIGHTH YEARS

of

ENJOYING ENGLISH

by Wolfe-Hamilton-Geyer

Latest additions to the Enjoying English high-school series, in use in 274 Missouri high schools. Now you can get for seventh and eighth years such famous Enjoying English features as

The Experience Theme
Flexible organization
A wealth of exercises
Stimulating cartoons

NEWSON & COMPANY

72 Fifth Ave. New York 11, N. Y.

Represented by D. H. KAY,
4240 Holly St., Kansas City, Mo.

FOR YOUR PROGRAM

Show the sound film "Backing Up the Guns."

Ideal for P. T. A., and Civic Club Programs.

Let the people in your district see the school's contribution to the war effort. 185,000 Missourians have already seen this picture.

Available in:

16mm. size, 15 min. screening time.

35mm. size, 5 min. screening time.

You pay only transportation and insurance.

Missouri State Teachers
Association
Columbia, Missouri

HICKEY ELECTED CHAIRMAN LEGISLATIVE COMMITTEE

Philip J. Hickey, acting superintendent of instruction of the St. Louis public schools, was elected chairman of the Legislative Committee of the Missouri State Teachers Association at its meeting held at the Statler Hotel, St. Louis, February 18.



Philip J. Hickey

Mr. Hickey has served the St. Louis schools in various positions since 1923. He was appointed by the board of education to his present position as acting superintendent on September 8, 1942. He has been active in the work of the State Teachers Association, having served on the Executive Committee and was a member of the Legislative Committee during the past two years.

COUNTY SUPERINTENDENTS OF NORTHWEST MEET

Not just to sell one another do County Superintendents of Northwest Missouri get together, but rather "to exchange ideas and set a pace," is the opinion of Mrs. Jewell Ross Davis, director of publicity, Northwest State Teachers College, Maryville, to whom we are indebted for the following.

In the fall and again on February 7, the superintendents spent a day at the State Teachers College. President Uel W. Lamkin opened the meeting, not with a greeting, but by sharing with the guests of the College information he has gathered from state and national leaders in education.

Then J. A. Boucher of Livingston county, asks each speaker to announce his own subject, and keeps the closing hours in mind.

How to supply capable teachers to those school boards who have no applicants and can find none appears to remain a problem of first consideration with the County Superintendents.

W. H. Burr of Nodaway county contended that he spent much time getting some persons out of the schools and keeping some others out as demands became many and rather desperate, meaning that those not qualified crept into the schools, and that, too often through special examination certificates.

Another said five beginning teachers in his county gave notice recently that they were quitting the profession come the end of the school term. The superintendent would not venture one reason but gave several; among them, not trained to teach therefore, the job became too difficult; better pay in other jobs; and unhappy living conditions with little chance to get much of social contacts in the country.

G. Frank Smith in speaking on "Significant Opportunities of the County Superintendent" told how he starts a series of meetings with the school boards of his county beginning March 1st and running through March 17 when each member of every board comes to the superintendent's office. Each board stays from two to three hours, discussing new laws, forms and school affairs. He says one of the problems they work out is the budget for the next year, including such items as teacher's salary, textbooks, library and instructional supplies, fuel, light and janitor's salary, transportation, health problems, music and other auxiliary expenses, insurance, payment of bonds, payment of interest.

That one superintendent of Northwest Missouri had been asked to drive out to a country church and preach once a month called to mind of Earle Teegarden, state supervisor, that county superintendents do so much more on their jobs than is called for by law that it is little wonder that they are always considered one of the leaders of the county.

In discussing laws and policies affecting the teachers and school boards, W. F. Tompkins called attention to the fact that the purpose of State Aid is to raise the levels beyond just a common school by adding to the district funds

MAKE FIFTEEN HOURS THIS SUMMER

Southwest Baptist College

Offers Two Summer Terms

Regular Term May 16 - July 21
Short Term July 25 - August 25

Low Cost—\$85.00 room, board, tuition and fees for regular term; \$45.00 for short term. Deferred payments if desired. All Courses for Elementary Certificates and Renewal of Certificates will be offered. Pre-induction courses and program offered. Work fully approved by University and Department of Education.

Splendid Dormitory Facilities
and Delightful School Life.
Enter This Spring and Make
Additional Credit.

Write for Bulletin

Pres. S. H. Jones
Southwest Baptist College
Bolivar, Missouri

EDUCATIONAL SERVICE BUREAU

Columbia, Missouri

We cooperate with a selected group of teachers who are worthy of better teaching or administrative positions. Last year we recommended teachers in 33 different states. This is a good year to secure promotion.

BYRON COSBY

enough to enable the board to hire a good teacher and to buy good equipment.

Dean J. W. Jones of the Teachers College faculty urged the County Superintendents to be ready with definite plans for the Northwest Missouri district for rural education in the post-war period and proposed that those plans include attainable goals in: Economics factors affecting rural life, recreational program for all, rural church programs, library facilities for all, health program, and type of teachers desired and curriculum desired.

Superintendents present were: Mrs. Sylvia Stanley, Bethany; J. A. Boucher, Chillicothe; J. C. Burnside, Carrollton; Miss Straussie Gall, Plattsburg; Miss Blanche Templeton, Rock Port; G. Frank Smith, Oregon; H. C. Holt, Maysville; W. H. Burr, Maryville; John S. Wright, Princeton; Robert S. Fadeley, Grant City; Mrs. Marion Lunsford, Albany; and Miss Mabel Searle, Clarinda, Iowa.

SOCIAL STUDIES FOR CHILDREN

What are the social studies? How does social development take place? How can we tell whether or not children are developing in social maturity? These are some of the questions answered in the bulletin, "Social Studies for Children," just published.

The bulletin contains thirty-two pages, costs thirty-five cents per copy and may be obtained in lots of 24 or more for thirty cents each. It is published by the Association for Childhood Education, 1201 Sixteenth St., N. W., Washington 6, D. C.

W. J. WILLETT APPOINTED SUPERVISOR

W. J. Willett, superintendent of Carl Junction public schools for the past ten years, has been appointed a state supervisor in the Department of Education. Mr. Willett succeeds Hoyt Shumate who resigned recently.

Mr. Willett was a member of the Executive Committee of the Missouri State Teachers Association during 1932-1934.

Irvin Wheeler, serving his second year as superintendent at Niangua, has been elected by the Carl Junction board of education to the place vacated by Mr. Willett.



W. J. Willett

MATHEMATICS DICTIONARY

saves time and trouble by explaining in clear, concise terms the concepts of arithmetic and subsequent subjects, at nominal price of \$3.00, \$2.55 to teachers. Gladly sent on approval. Write the Digest Press, Dept. 6A, Van Nuys, California.

NAMED CHAIRMAN OF YEARBOOK COMMISSION

Willard E. Goslin, superintendent Webster Groves public schools, has been named chairman of the 1945 Yearbook Commission of the American Association of School Administrators. Mr. Goslin, as chairman of this important committee will be responsible for the planning, production and publishing of the Association's Yearbook.



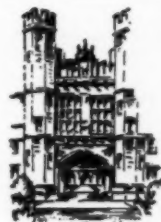
Willard E. Goslin

This is one of the most important projects of the A. A. S. A. The Yearbook to be released in 1945 will be the twenty-third produced

by the Administrators of the nation.

PRESIDENT ROOSEVELT ON THE JUNIOR COLLEGE

The significance of junior college terminal courses for returning service men and women was stressed by President Roosevelt in a special message which he sent to the American Association of Junior Colleges at its recent 24th annual meeting in Cincinnati. "The junior college," he wrote, "has now become a robust youngster in the family of American educational institutions. My particular interest at present



WASHINGTON UNIVERSITY Summer School 1944

Three-Week Session
MAY 29-JUNE 10

Sixteen-Week Term
(A Full Semester)
JUNE 12-SEPTEMBER 30

Six-Week Session
JUNE 19-JULY 25

Five-Week Session
(Six days a week)
JULY 31-SEPTEMBER 1

Undergraduate, professional and graduate work, embracing:

Arts and Crafts	Law
Commerce and Finance	Mathematics
Education	Psychology
Engineering	The Sciences
English	The Social Studies
Six Languages	Social Work

SPECIAL FEATURES: A children's clinic, conferences, workshop seminars on Inter-American Affairs, Reading and Education in the Postwar Era.

RECREATION: Outdoor Municipal Opera; Little Symphony; Big League Baseball; Forest Park and the St. Louis Zoo; Shaw's Garden; and Mississippi River Excursions.

REGISTRATION: Friday and Saturday preceding each session.

For complete bulletin available in March, address Frank L. Wright, Director of Summer School

WASHINGTON UNIVERSITY, St. Louis, Mo.

centers in the part that the junior college may play in providing suitable education for many of the returning soldiers and sailors."

President Roosevelt emphasized the importance of the dual nature of such education—vocational and general. "These men and women," he continued, "will wish, in many cases, terminal courses which combine technical or other vocational preparation with courses which assure a basic understanding of the issues confronted by them as American and world citizens."

100% COUNTIES

Counties having a 100% enrollment in the Missouri State Teachers Association for the present school year are as follows:

County	County Superintendent
Adair	Mrs. Marion Schott, Acting
Atchison	Miss Blanche Templeton
Audrain	Mrs. Agnes Brown, Acting
Bates	David A. Jackson
Boone	Mrs. Alpha Lewis
Buchanan	Leonard Jones
Butler	Otto Aldrich
Caldwell	Chester A. Lemery
Callaway	B. W. Freiburger
Cape Girardeau	O. C. Kiehne
Carroll	J. A. Burnside
Cass	Miss May Bowlin
Clark	Richard Mileham
Clinton	Miss Straussie Gall
Cooper	Chas. A. Repp
Crawford	J. H. Brand
Daviess	E. C. McNitt
DeKalb	H. C. Holt
Douglas	Claude Hibbard
Franklin	O. E. Burke



Lucky for us Ma, our kids took music in school.

Gentry	Mrs. Marion Lunsford
Grundy	Hugh K. Graham
Harrison	Mrs. Sylvia S. Stanley
Henry	J. W. Miller
Holt	G. Frank Smith
Howard	Omer Foley
Jasper	Mrs. Bertha Reed
Knox	Miss Bessie Hudson
Lincoln	Mrs. Claude Clare
Linn	J. E. Fuhrman
McDonald	T. Alton Carnell
Miller	C. D. Snodgrass
Mississippi	J. Abner Beck
Moniteau	Mrs. Bernyce Bailey
Montgomery	W. F. Hupe
Osage	M. O. Reed
Perry	Mrs. Ora Nelson Guth
Pettis	C. F. Scotten
Phelps	Ralph Marcellus
Platte	Joe E. Herndon
Polk	Mrs. Marvin Hopkins
Randolph	Mrs. Ada Reynolds
St. Clair	Victor B. Lowe
Ste. Genevieve	H. J. Carron
St. Louis	R. G. Russell
Schuyler	Mrs. Inez Scotten
Scotland	Mrs. Lucille Walker, Acting
Shannon	A. N. Bunch
Sullivan	R. Glen Simpson
Taney	Ernest Redfern
Warren	Eli Mittler
Webster	Oscar Carter
Worth	R. S. Fadeley

Many more counties lack only a few members and will doubtless be added to the 100% list soon.

History Teachers: The State Department's latest publication, **Peace and War**, is regarded by many Washington observers as one of the most authoritative accounts of the history of the decade, 1931-1941. Officially, the book is described as "a record of the policies and acts by which the United States sought to promote conditions of peace."

WANTED

MATRON for Children's Home. Protestant, age 30-45. College Graduate Preferred—Salary \$90 to \$100 per month, 12 months, plus complete maintenance.

Direct reply to P. O. Box 448
Columbia, Missouri

ATTENTION EDUCATORS

May we send you our free set of Bulletins? They may help you with your counseling program. Young men need your assistance in selecting a vocation. Know the facts about Ranken courses and opportunities. The school has helped thousands of young men get the right start in a technical career. With your cooperation others may be privileged to receive assistance through our endowments. **RANKEN IS NOT OPERATED FOR PROFIT.** Write today for set of Bulletins No. 10.

THE DAVID RANKEN, JR., SCHOOL OF MECHANICAL TRADES
4431 Finney Avenue St. Louis 13, Missouri

NECROLOGY

Paul F. Barnes

Paul F. Barnes, science instructor at the Ben Blewett high school in St. Louis, died recently.

Mr. Barnes was 51 years old. He was a graduate of the University of Missouri, having earned his B.S. degree in 1917.

Earl Baker

Mr. Earl Baker, a teacher at the Franklin rural school of Laclede county last year, was drowned January 17. The tragedy occurred near Bowman's mill on the Gasconade. Mr. Baker and two other men were fishing from a boat and in some way the boat capsized, drowning all three in the party.

Effie Sellards

Miss Effie Sellards, a teacher in the public schools of Missouri for many years, died Friday, January 14, in the Southeast Missouri Hospital in Cape Girardeau. Miss Sellards was 49 years old. She had been ill for many months.

She attended the Southeast Missouri State Teachers College and the University of Missouri. During her teaching career Miss Sellards taught in the Sikeston schools for ten years, and later taught in the public schools in Jefferson City, University City and Flat River.

Mrs. Ethel Wisheart Landon

Mrs. Ethel Wisheart Landon, a primary teacher in the Bourbon schools, was killed at

9:45 a. m., Sunday morning, January 16, 1944, when the car in which she was riding was struck by a Frisco freight train at the Page crossing, three miles east of Bourbon, Missouri. She was returning to her home in Bourbon after spending the night at the home of a relative south of Bourbon.

Robert E. White

Mr. Robert E. White passed away on January 25, after a long illness. He suffered a severe heart attack a year ago and retired from teaching the first of this year because of his continued ill health. He taught in the Kansas City high schools twenty-eight years.

Mr. White came to Southeast high school, Kansas City, as a mathematics teacher when the school opened in 1938. His zest for mathematics led him to found the Engineers' Club, whose members attended scientific lectures and made tours of interesting engineering projects.

Mr. White was a member of Phi Delta Kappa fraternity and was a deacon in the First Baptist church. For many years his influence was felt in the School Men's Club and other professional organizations. He taught at Northeast high school twenty-three years.

Born in Cass county, Missouri, near Harrisonville, Mr. White was graduated from the University of Missouri in 1903 and taught at Kirksville and Columbia leaving the latter in 1915.—The Kansas City Teachers Journal.

IN MISSOURI

HEADQUARTERS FOR VISUAL EDUCATIONAL EQUIPMENT IS

THE UNIVERSITY PUBLISHING CO.

Superior School Supply Company

Authorized Distributors of DeVry Motion Picture Equipment

1126 Q St., Lincoln, Neb.

1322 W. 13th St., Kansas City, Mo.

Bring to life ECONOMIC (shelter-food-clothing) and PLACE GEOGRAPHY for Intermediate Elementary grades with FILMSETS—48 educator-planned-and-prepared 200-ft. silent 16mm. films that took five years to complete—at a cost of \$100,000.00.

Accurate! Authentic! Currently revised—individual FILMSETS are only \$12.00 per reel. Buy as many as you wish. Teacher's Manual—with 672 illustrations from the films—speeds introduction and review of lesson subjects. FILMSETS is affiliated with DeVry Corporation.

FREE PREVIEW—Your name and address on your school letterhead brings you two FILMSETS Units and Teacher's Manual for 10 days. Convince yourself. No obligation to buy.



Slidefilm
Projectors
& Screens
on Proper
Priority



**WRITE FOR
COLORFUL, DESCRIP-
TIVE LITERATURE—FREE!**

For 31 Years an Outstanding Name
in the Field of Visual Education



Stein Finnell

Mr. Stein Finnell was born September 9, 1916. He attended the public schools in Sedalia, graduating from Smith-Cotton high school May 17, 1934.

He continued his education at the Central Missouri State Teachers College, Warrensburg, graduating from that institution in 1939.

Mr. Finnell taught two years in the public schools at Stover before becoming a member of the Sedalia faculty in 1939, resigning from this latter position to enter the officer training school at Fort Leavenworth. He became ill while in the service and died in the government hospital at Springfield, Missouri.

Andrew Sherman Boucher A Simple Tribute

In September 1903, the public schools of Dexter, Missouri, entered a new phase. The old building had been torn down and a new one, larger and modern, had been erected on the beautiful site. But the main element of this new phase was the coming of a new man into the position of superintendent of schools.

Andrew Sherman Boucher came to Dexter from the State Normal School at Carbondale, Illinois. His coming to Dexter caused some excitement. First, it had been rumored that radical changes were to be wrought in the school system. Second, everyone said of Mr. Boucher, "Isn't he peculiar!"

Radical changes were wrought in the school system. I do not mean this article to be an account of those changes, important as they were. They were so essentially a part of the personality of Mr. Boucher, that they cannot be thought of apart from him. I wish only to speak of Mr. Boucher.

"Mr." Boucher was never "Professor" Boucher. One of the first things that he did was to tell the student-body that they were to call him just Mr., not Professor. We accepted it with all his other peculiarities, not understanding the humility of the truly great.

I could go on at length about his many eccentricities. Clearing his throat before speaking; his short grunt of approval; his short laugh of amusement; his ever-present note-book; his

singing off-key; his beating time with ludicrous dignity.

One would think a man so peculiar would never be a success with people. But Mr. Boucher was. He had enemies, no doubt, but I don't know who they were. If he knew them, he never seemed conscious of having them. I never heard him one time speak against anyone: and I had many long conversations with him through the years.

I think the secret of Mr. Boucher's success was simply his innate honesty, his zeal for his work, and his efficiency in his work. He taught us the phrase "personal worth" and what it meant; and that phrase described him. His personal worth so overweighed all else that it gave him momentum that carried him far.

Mr. Boucher was a tireless worker. He earned his salary times over. He knew his school. That was his life. He knew the name of every child of the seven hundred, and called them all by name. He also knew if John or Tom or Mary or Ann was excelling or failing in spelling or in physiology; and he found out why, if he or she were failing. He also knew his teachers. He knew what they knew, whether or not they could teach, and whether or not they were teaching. A teacher got results, or else. Never a day that he was not an observer of actual teaching. He kept us alert. Note-book in hand—we knew that either praise or punishment was sure to come after that visit. A note on the file on my desk (writing down, not to be seen by anyone else!): "Look up the pronunciation of *Sacrilegious*"; or, "Stanzas, not paragraphs, in poetry." Or, "That was real teaching!" What a boon to young teachers!

He was never severe. He taught us how to teach. He sympathized in every discipline problem and saw that it was solved. No one, pupil or teacher, was afraid to go to him. Each knew that justice would be done insofar as was humanly possible.

Mr. Boucher was exacting, yet he was not narrow nor dogmatic. He encouraged teachers in being original and somewhat unconventional. He would say: "Try this. Nothing succeeds like success." Yet he demanded results and an evaluation of them.

Not only in school was Mr. Boucher busy. The community got a big share of his boundless energy. Superintended the Baptist Sunday School; belonged to several organizations; made talks here and there in flawless English; visited in homes; attended parties.

Poor families received a friendly call—and a dollar bill thrust shyly into the hand to get the sick boy some fruit.—A peep into the coal bin to see that it was not empty. A basket of apples brought over because "we just have them going to waste."

All these acts of kindness were so quietly done that few knew of them except the ones for whom they were done, and the Good God who keeps all the records.

The sadness of his last years seems a cruel close of a life so well spent. But we do not presume to judge why such things are. It is not so sad, after all, as to have lived a selfish and useless life, and to die in happy surround-

ings—having nothing good to one's account.

Mr. Boucher was born November 17, 1872, and died January 7, 1944. In addition to being superintendent of schools at Dexter from 1903 to 1918 he was employed in a similar position at DeSoto from 1918 to 1920. He was a member of the State Department of Education from 1920 to 1922 from which position he went to Southeast Missouri State Teachers College and remained there in active service until 1941.

I count myself lucky to have had training from this man, both as a student and as a teacher. May the Lord send us more like him.

—Lena Wilson Rose
St. Louis, Missouri



WARTIME WORK OF SCHOOLS

Wartime accomplishments of schools are featured in the annual reports of the United States Office of Education for the years 1942 and 1943 submitted to Congress recently.

"Schools were responsible for the sale of more than \$300,000,000 worth of war savings stamps and bonds," says the report prepared under the direction of U. S. Commissioner of Education John W. Studebaker. "They got in the scrap to a total of more than 1,500,000 tons; they made thousands of garments for the Red Cross; sponsored 1,000,000 school and home Victory gardens; produced 600,000 approved, precisely scaled models of military aircraft for the armed forces; collected thousands of tons of waste paper and fats; preserved countless quarts of home-grown fruits and vegetables; and in numerous other ways manned their battle stations on the home front."

HONORING OUR TEACHERS

There are hundreds of Missouri Teachers in the armed service of our country. Some of them will be recipients of marks of distinction and awards of various kinds. If you know of a teacher who has been decorated for valor or has received some other outstanding honor for service in the war effort, please send the details to the editor of SCHOOL AND COMMUNITY.

WASHINGTON STATE

stands near the top in support of its schools.

For information on certification, salaries, etc., write to

WASHINGTON TEACHERS AGENCY
Arcade Bldg. Seattle 1, Wash.

IMPORTANT EVENTS

MARCH

- 2 Music Educators National Conference, St. Louis, March 2-8, 1944.
- 8 American Association of School Administrators Regional Conference, Kansas City, March 8-10, 1944.
- 31 Department of Elementary School Principals Meeting, Jefferson City, March 31 and April 1, 1944.

APRIL

- 14 Pan American Day, April 14, 1944.

MAY

- 21 I Am An American Day (Citizenship Day), May 21, 1944.

JULY

- 5 National Educational Association Representative Assembly, Pittsburgh, Pennsylvania, July 5-6, 1944.

NOVEMBER

- 1 Missouri State Teachers Association Annual Convention, Kansas City, November 1-3, 1944.

HUFF TEACHERS AGENCY
MISSOULA, MONTANA

Member N.A.T.A. 29 years superior placement service.

ALASKA AND THE WEST

Every state in our territory faces serious teacher shortage. Unusual opportunities for advancement. **CALIFORNIA TO ALASKA. FREE LIFE MEMBERSHIP** for immediate enrollment. **REGISTER NOW!**

Unexcelled
Service



Est. 1906

Free Registration — Free Registration N
BIG DEMAND FOR TEACHERS A
For Good Positions throughout the West T
Including California, Oregon and Washington. A
Largest in the West. Wm. Ruffer, Ph.D., Mgr.

Hughes Teachers Agency «

Member N.A.T.A.
25 E. Jackson, Chicago

» 6 out of every 10 of the teachers we placed in grade schools and high schools last year were placed within 40 miles of either Chicago, or Detroit, or Milwaukee. Write us today for enrollment blank.

CLINTON TEACHERS' AGENCY

Clinton, Iowa

25th Year

C. E. Cozzens, Mgr.

Teachers seeking exceptional opportunities should write for enrollment blank at once. Free enrollment.

Member National Association of Teachers' Agencies

ATTRACTIVE OPENINGS — HIGH SALARIES

Many calls now for 1944-45 from larger cities in Iowa and Mid-West. Write now for enrollment blank. Emergency certification from other states.

MIDLAND SCHOOLS TEACHERS' AGENCY

310 FLYNN BLDG.

Member National Association Teachers' Agencies

DES MOINES, IOWA

Free Enrollment

If you want a better position for the coming year—both professional and financial advancement—write us immediately. No expense unless placed. Register with an agency with forty years under same management; one which is a member of the National Association of Teachers Agencies, one that has respect and confidence of school officials everywhere.

SPECIALISTS' EDUCATIONAL BUREAU

1023 N. Grand Blvd.

Member of National Association of Teachers Agencies. St. Louis (6), Missouri

NEW BOOKS

Common Words for Secondary Schools of the Progressive Word Mastery Series, by David H. Patton. Pages 128. Published by Charles E. Merrill Co., Inc. Price \$.30 per copy.

This publication is a text-workbook speller for high school pupils which drills on common words taken from the upper grades and high school lists which are frequently misspelled.

Fundamentals of Electricity, by E. W. Jones. Pages 93. Published by McCormick-Mathers Publishing Co. List Price \$.60.

"Fundamentals of Electricity" is designed as a first-level course to equip men who are about to enter military service with a basic foundation for further specialization. This course conforms to the recommendations of the War Department and the United States Office of Education.

Prepare Yourself, by Lawrence F. Tuleen, George S. Porter, and Arthur Houston. Pages 298. Published by Scott, Foresman and Company. List Price \$.96.

"Prepare Yourself" is a laboratory workbook geared to today's stepped-up demands on the high school physics course. The book is organ-

ized in ten units. In each unit there are four or more experiments.

Visits in Other Lands, by Wallace W. Atwood and Helen Goss Thomas. Pages 212 plus x. Published by Ginn and Company. Price \$1.24.

"Visits in Other Lands" is a socialized human geography designed to meet the needs of a wartime curriculum and to prepare children for the problems of the postwar world. A progressive development of facts and ideas lay a foundation for later study of economic geography.

So You Want to Be a Chemist?, by Herbert Coith. Pages 128. Published by McGraw-Hill Book Company, Inc.

"So You Want to Be a Chemist?" is definitely not a sales appeal for the youngster to pick a chemist's career. Rather, it is an honest and perspicuous analysis of the varied professional functions and responsibilities of the chemist, of the importance of his jobs, and of the characteristics which are required to perform them.

Journalism in Wartime, a symposium of the School of Journalism, the University of Missouri. Pages 216. Published by the American

Council on Public Affairs.

"Journalism in Wartime" consists of articles written by more than thirty leaders in various journalistic fields and was written when the Faculty of the School of Journalism decided to abandon the conventional observance of the 1943 "Journalism Week."

First Course in Psychology, by Robert S. Woodworth and Mary R. Sheehan. Pages 421 plus xx. Published by Henry Holt and Company. Price \$1.80.

The book in its entirety has been planned to fit a full school year, each chapter constituting a convenient weekly unit. It has been the aim of the authors to keep the style simple and lively. Avoiding an overload of technical terms, they have however sought to familiarize the pupil with a few essential ones.

Health for Young Americans and Working Together for Health, two of the Health-Happiness-Success series, by William E. Burkard, Raymond L. Chambers and Frederick W. Maroney. Illustrations made by Ethel Dugger and Henrietta H. Hour. Pages 354 and 344 plus xx respectively. Published by Lyons and Carnahan.

"Health for Young Americans" stresses the great value of health and how it is possible to develop and enjoy more abundant health, based upon an accurate understanding of the body and its fundamental needs.

"Working Together for Health" stresses how it is possible for the citizens of a community, state, and nation to work together to build the health, the well-being, and the safety of its citizens.

Curriculum Principles and Social Trends, by J. Minor Gwynn. Pages 612 plus x. Published by The Macmillan Company.

This book discusses the evolution of the curriculum in the elementary and secondary schools of the United States, and it gives special emphasis to recent curricular developments.

Towards a Better World, by Horace G. Hix, Warren T. Kingsbury and Truman G. Reed. Pages 490 plus x. Published by Charles Scribner's Sons.

This is a civics and citizenship textbook for use especially in grades 8 and 9. The book has four sections. The first shows how democracy developed. The second section has as its purpose to make clear the role of a school in developing democratic citizenship and to show students how they can learn in the classroom and to live in a democratic society. The understandings, skills and attitudes which citizens of democracy should be concerned with are developed in the third section. The last section of the book is essentially an activity section.

The material in the book attempts to reach the essential needs and interests of adolescents. It is written in a style that is simple, direct, vivid and yet dramatic and interesting.

While the text is essentially a social studies textbook, it recognizes that fundamental to good citizenship is the need for proficiency in

English. Those teachers desirous of correlating their work with the English program will find the textbook easy to adapt in this direction.

Encyclopedia of Child Guidance, by Ralph B. Winn. Pages 456. Published by The Philosophical Library. Price \$7.50.

Prepared by a group of outstanding authorities in the field of child guidance, this encyclopedia, the result of a year-long research and preparation, may become the standard reference book in the field. It is a volume of practical value to every person or group concerned with the training and development of children.

The book deals with all phases of child guidance and its many ramifications in psychiatry, psychology, education, social and clinical work. Designed as a guide for physicians, psychiatrists and clinicians, social workers and educators, because of its simple and clear presentation, it can be used by the intelligent parent as well.

INDEX TO ADVERTISERS

Association of American Railroads.....	90
Bobbs-Merrill Company	126
Clinton Teachers Agency.....	134
Coca-Cola Company	94
Byron Cosby	128
DeVry Corporation	131
Digest Press	129
Ginn and Company.....	114
Group Insurance	125
D. C. Heath and Company.....	123
Holliston Mills	91
Huff Teachers Agency	134
Hughes Teachers Agency	134
Kansas City Power & Light Company.....	93
Laidlaw Brothers	116
J. B. Lippincott Company.....	126
McCormick-Mathers Company	Fourth Cover
Midland Schools Teachers Agency.....	134
Missouri Mutual Credit League.....	122
Newson & Company	127
Pupil's Reading Circle.....	Second Cover
Ranken School of Mechanical Trades.....	130
Rocky Mountain Teachers Agency.....	134
Row, Peterson & Company.....	117
Scott, Foresman & Company.....	123
Southwest Baptist College.....	128
Southwestern Bell Telephone Company.....	121
Specialists' Educational Bureau.....	134
Swank Motion Pictures	124
University of Colorado.....	118
University of Minnesota.....	120
University of Missouri.....	Third Cover
Washington Teachers' Agency.....	133
Washington University	129
Webster Publishing Company.....	115
Westinghouse Electric & Mfg. Company.....	89
Wrigley, Jr., Co., William.....	119

EDITORIAL PAGE

THE ZERO HOUR — APRIL 15

EVERY EMPLOYED PUBLIC TEACHER in Missouri will know by April 15 regarding his or her re-employment by the local board of education. This is in conformity with section 10,342a of the Revised Statutes of Missouri sponsored by your Association and passed by the Sixty-second General Assembly last year.

In the past tension, fear and suspense has shrouded the teacher as the spring months approached. She was afraid because she knew she was automatically fired at the close of the school term. She was frequently in suspense as the board postponed the hiring of teachers from one meeting to the next. Tension would increase. Teaching efficiency would be impaired. Children reaped the ill-effects of inadequate tenure protection for teachers.

Teachers face a much improved situation this spring. The board of education or directors must notify the teacher of dismissal by April 15 or the teacher's contract is continued under the current terms for another year. No longer can a board of education use delaying tactics to fire a good teacher.

The continuing contract law makes it mandatory for the board to make a decision on retaining the present employee before it can hire anyone else for the position.

A written notice of re-employment or dismissal is necessary. Verbal communication is insufficient. Provided the written notice is not tendered by April 15, the employing board must by the law present each teacher with a written contract by May 1. Any teacher who shall have been informed of re-election by written notice or contract shall within fifteen days thereafter present to the employing board a written acceptance or rejection of the employment tendered; "and failure of a teacher to present such acceptance within such time shall constitute a rejection of the board's offer."

Under the provisions of this act it will, for the first time in Missouri, be unnecessary to call the county superintendent of schools in to break a deadlock vote of a board trying to fire a teacher. In the event of a three to three vote the teacher would be re-employed. This prevents the county superintendent being forced to settle a distasteful problem which he had no part in creating.

Since there is an acute shortage of teachers this year, boards will not be inclined to delay the employing of teachers but during normal times teachers will hold in high regard the significant legislation contained in section 10,342a.

UNIVERSITY OF MISSOURI

1944 Summer Session

June 19 to September 9

The University will offer facilities and resources to all qualified students who may be interested in beginning or in continuing a program of higher education. All Schools and Colleges of the University will be in operation during the summer session.

Education, specialized training, and research are significant factors in American life today and they will continue to be important in the post-war period. You are urged to investigate the advantages which are made possible by this University Summer Session Program.

Special Opportunities for Teachers and School Administrators

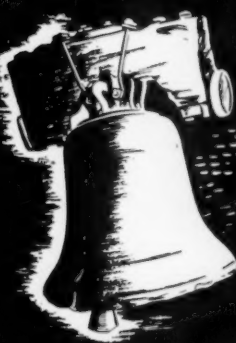
In recognition of the acute shortage of trained teachers, and of the fact that the official closing date of the summer session conflicts with the opening of the fall term in the public schools, the School of Education and the Graduate Department of Education have organized four summer session terms.

1. **April 24—June 2.** A six-week term for rural and elementary school teachers.
2. **May 22—June 17.** A four-week term for town and city school teachers and administrators. Graduate work will be emphasized.
3. **June 19—July 29.** A six-week term. Complete offerings will be available for undergraduate and graduate students on all levels.
4. **July 31—August 26.** A four-week graduate session will be available.

You are invited to write to us about the summer session and your educational problems.

Address inquiries to:

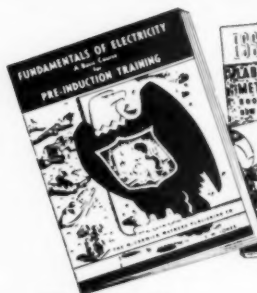
Director Summer Session
UNIVERSITY OF MISSOURI
212 Education Building
Desk 1.



CIVILIZATION'S GREATEST HOPE FOR TOMORROW

LIES IN THE SCHOOL BOOKS OF TODAY

America in a world at war is depending on its teachers to develop boys and girls into better wartime Americans and understanding peacetime citizens. . . . Teachers can depend on these complete teaching, testing, and self-checking books for results from their classes that previously would have seemed impossible.



PRE-INDUCTION
TRAINING



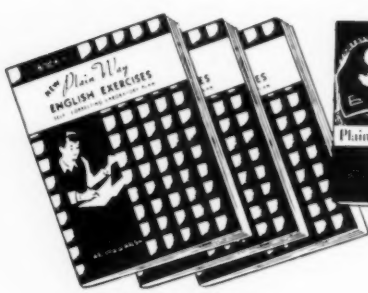
HIGH SCHOOL
ENGLISH



ELEMENTARY
ENGLISH

Send for PRICE CATALOG No. 43 describing our elementary and secondary books. Ask about our industrial arts books. Letters of inquiry will gladly be answered immediately.

HOME
ECONOMICS



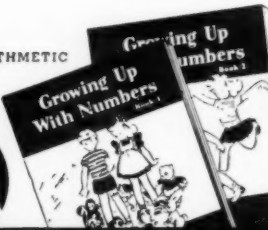
JUNIOR HIGH SCHOOL
ENGLISH



HIGH SCHOOL
ENGLISH



ARITHMETIC



PRIMARY



THE McCORMICK - MATHERS PUBLISHING CO.

WICHITA, KANSAS

COLUMBUS

ATLANTA

LOS ANGELES

PORTLAND

NEW YORK